

1953

NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



15 Cents



OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1953



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OF THE

NATIONAL CONGRESS OF

PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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THE P.T.A. MAGAZINE

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Editorial Office

600 South Michigan Blvd., Chicago 5, Illinois
 The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

Subscription Office

600 South Michigan Blvd., Chicago 5, Illinois
 ELEANOR TWISS, *Business Manager*

Rates

\$1.25 a year—U.S. and possessions
 \$1.50 a year—Canada
 \$1.75 a year—Other countries
 Single copy—U.S. and possessions, 15 cents
 Single copy—Other countries, 20 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

THE NATIONAL PARENT-TEACHER is listed in the *Education Index*.

Published monthly, September through June, by THE NATIONAL PARENT-TEACHER.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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MEMBERS OF THE EXECUTIVE COMMITTEE of the National Congress of Parents and Teachers took a brief recess during their February meeting in Chicago to visit the site of the new national headquarters building and watch the progress of the excavation. Just two weeks earlier, on January 21, ground had been broken for the permanent home of the parent-teacher organization. Escorted by the architects' field supervisor, E. L. Hoffman, are (left to right) vice-presidents Mrs. J. W. Heylmun, Mrs. H. H. Hargreaves, Mrs. O. G. Hankins, Mrs. Walter H. Beckham, and Mrs. James P. Ryan; Knox Walker, second vice-president; Mrs. Newton P. Leonard, president; Mrs. Russell C. Bickel, secretary; Mrs. David Aronson, president of the Minnesota Congress, and Mrs. G. W. Luhr, chairman of the Committee on Membership, members-at-large of the Executive Committee; Mrs. Rollin Brown, first vice-president; Mrs. S. Theodore Manduca, vice-president; and Mr. Hoffman.



Keeping Faith with the Unexpected

IN THE CHRISTIAN TRADITION Easter stands as the supreme miracle of the unexpected. Its message cheers the mind because a stone of difficulty that seemed immovable was rolled away. On that first Easter morning those who believed saw that forces with which they had not reckoned had intervened and that those forces were good. What had seemed inevitable had not come to pass, but an event they had not been willing to believe had come to pass in its stead.

To be sure, the Christian tradition of Easter bears close resemblance to the traditions of other religions. This season of the year is a time of renewal, of resurgence, when things that appear to be dead lift themselves out of the tomb of apparent defeat and take on new and radiant life. The earth that looked unforgettably bleak one month has changed its garment by another month, and we see what we had vaguely remembered but had not actually believed—the marvel of renewed growth, as out of a bulb and out of trees and out of the earth the mystery of life unceasing unfolds again.

But the lesson of spring and Easter is sharper than we commonly think. It does more than serve as a steady reminder of renewal. It underlines the fact that in all our plans and calculations we must reckon with resurrection, that the stones and discouragements we lament need not be immovable, that there is a power outside our efforts, and that this power is good and works in our behalf.

IT IS A GOOD TIME to remind ourselves in this secular age that the National Congress of Parents and Teachers is religious. Without the Judeo-Christian

inheritance it would not exist at all. It labors for an extension into homes and schools and communities of the idea that the individual is of infinite worth. The Action Program of the National Congress is based on our severe obligation to improve our communities and provide circumstances in which the individual, from childhood on, shall have a chance to develop fully.

That conviction has its roots in religion. The danger is that in our administrative fervor we may forget the conviction and its source. This danger is ever with us. I know of no one who has pointed it out better than Elton Trueblood, who says in *The Predicament of Modern Man* that we are living in a cut-flower civilization. We take the benefits of religion and neglect to nourish the plant of religious faith which gives these flowers, these benefits, life and growth.

Easter affords a good time to remind ourselves (when the world all around is reminding us) of what does not commonly meet the eye of the mind. If we derive our rights and our purpose from religion, then it follows as the spring the winter that we can rely on that force in the universe which makes for good. We labor not alone. What is within us is also beyond. And as we labor we must keep faith always with the unexpected.

Lucille P. Leonard

President, National Congress of Parents and Teachers

What Youth Wants

from Its World

Teen-agers, from Socrates' day to our own, have been touched with what the poet calls divine discontent. How to meet it when it wells up? Socrates had his way—a way of frank and friendly searching, a way that our author suggests still has meaning for today's friends of youth.

"The guy I go with and his buddies will be drafted soon," a young girl said to me the other day. "There isn't one of these fellows you could call a sissy, but they don't want to leave their families and friends to fight on foreign soil." And she added, "We girls are worried, too. How do we know what they'll be like when they come back—if they come back?"

"Our leaders have made a mess of things," a boy of seventeen told me. "Now we have to go clean it up, just when we want to get started making a life of our own."

"Older people represent the kind of success we don't want!" a high school girl declared. "Lots of them think just to make money is enough. We want a chance to do things we're interested in. We want to make our lives count for something. But we don't know if we'll ever count for anything with the world all so mixed up!"

"Have fun while you can, for tomorrow it's the H bomb," says a youngster with a laugh.

These are just a few samples of the half-rebellious expressions of adolescents today that give rise to apprehension in adults. We hear it said that young people are selfish and spoiled, cynical, apathetic about the struggle to defend our democratic ideals, easy prey to the bad influences that war preparations and tensions breed.

I do not agree with these critics of youth. I think

they speak without a clear notion of what youth wants from its world—has always wanted and has a right to want. I will go further and say that youth's dissatisfaction strikes me as a hopeful sign. Certainly we adults are not well pleased with the complexion of things today. Mass communication and swift travel have made us more aware of the malnutrition and sickness that affect a majority of those alive on this earth. And we recognize the right of everyone to what our ancestors called the pursuit of happiness.

But we don't know how to provide a better, fuller life for all. We see men of ill will exploiting misery to create distrust and hatred and chaos among men and nations—and we aren't sure what to do about it. The world we live in is not a peaceful one. If we, with our broader experience and background, are bewildered and dissatisfied at times, is it surprising that youth should be?

Youth Wants Challenge in Abundance

Of course teen-age dissatisfaction differs from ours in that it is more self-centered, less mature. As the young person strives to achieve grown-up status, his natural demand is for independence to create a life of his own; to develop a philosophy of life; to pursue a vocation of his own choosing and one that fits his talents; to find a mate and establish a family; to gain recognition through achievement and through the



© Ewing Gallery

sense of making a real contribution. Youth has a right to feel impatient of conditions that hem it in, restrict its opportunities to test its powers, or seem to cut it off from progress toward normal goals.

Some of these conditions exist today as a result of war, the defense situation, the draft. On the other hand, there are also conditions that favor youth—high employment, the opening up of new vocational fields, many opportunities for training, a good level of earning power.

Even the tragic conflicts that break out in the international field, as more people reach toward a better life, are a challenge to the young person, if he can but see them in this light. What they mean is that we must find ways to combat misery with modern technology and better social organization.

One bride of eighteen who grasped this fact wrote to her young husband in Korea: "Steve, this is it. This is the big time of testing! How wonderful to be young and to be here for that test!"

Youth's urge is always to test itself under hard circumstances that call for physical and mental prowess. The test may be on a football field, in an engineering laboratory, in a public debate, a classroom, a job, or a life situation that needs character and skill in human relations. Our young people would not be happy in a golden age where nothing remained but to have fun. Yet for the adolescent, just moving into the period of adulthood where the testing becomes rigorous, the truth of this may not be self-evident.

Youth Wants Friendly Leadership

How can we help youth find its way amid the confusion of our time and make the transition into challenging, happy, and useful adult life? It is true that youth must do its own growing up. Yet I am convinced that the right kind of cooperation from us can mean the difference between strong, well-rounded young adults and those who face tough situations with fear or anger or waste talents that could serve humanity in the arts, in statesmanship, in home and community life.

Seeking the means of cooperating, my mind turns back to the youth of another democracy—one as beleaguered as ours but set in a simpler social framework. I see a stout, rather ordinary-looking little man, puffing along in the hot sun on the road that still runs between Piraeus and Athens. A youth waylays him. "Don't go home! Come over to my house! The gang is all together, and we want you there."

Socrates mops the perspiration from his face and good-humoredly goes along. He is well aware that these young people don't want him to tell them what is what. His way is to be permissive, to let them settle things for themselves. But his presence affords a certain security, a guarantee that they won't get off the track. His willingness to hold back his own opinions but to ask questions that help boys and girls

This is the eighth article in the 1952-53 study program on the adolescent.

explore ideas among themselves and arrive at their own set of values is what makes his leadership acceptable. In him they have not only a kindly friend but one of wisdom and understanding.

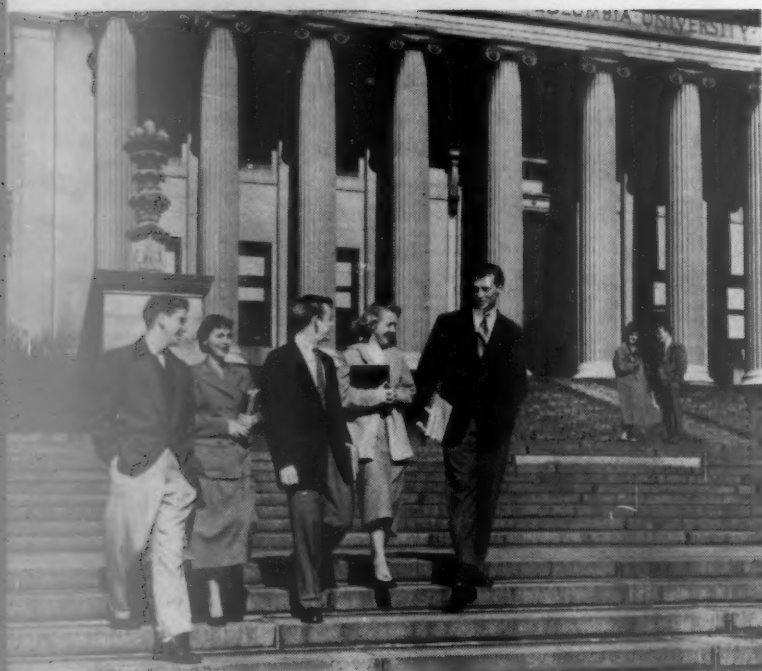
Of course that was a long time ago, and we all know how times change. The youth of Athens were living in a much simpler environment than that of our young people today. Theirs was a tiny world, despite wars in the Peloponnesus and talk of a "league of nations." Nature was close at hand, and so were the scientists, the poets, the statesmen who were the guiding geniuses of their city-state. It was easier to make an original and individual approach to ideas and to achieve the sort of education which was meant to "comprehend the whole of life."

Today youth's environment begins in the living room and reaches around the globe. On radio and television, through newspapers and periodicals our children's minds are assailed by much ready-made thinking as well as by factual data. To appraise what they hear, to determine what they themselves think, to arrive at a discipline that is inward because it is based on value judgments of their own is a great deal harder for our youngsters than it was for those of ancient Greece.

But one thing has not changed. The drives of youth are the same now as then. Scientifically we may know more about these drives than Socrates did. We have studied adolescence and done a great deal of sensible thinking about it, though perhaps we have not yet fully applied all that we know. We have learned that the teen-age span is a period during which the girl or boy is experiencing profound changes in body, in thought, in relationships to his peers and to adults. But merely to see many aspects of a person is not necessarily to understand him.

People with vision and understanding have exerted leadership with youth in all epochs. They may not have had the wisdom of Socrates or the specialized training of many of our educators and psychiatrists today. Their worth has lain in the fact that they have been friendly rather than authoritative. Such people like youngsters enough to move over and make a place for them and at the same time to give them some seemingly casual help in working things out on a grown-up level. Youth doesn't want to be guided by rules and regulations, but it does crave association with adults who do not sit in judgment.

I recall a teacher who had to talk to a teen-age girl about a serious misdemeanor, and who started off by saying, "Let's get this straight. Whatever you did, I like you. Nothing can change that!" Liking is a component part of nearly every fruitful adult-youth relationship. Without it, understanding in the true sense is indeed difficult.



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As an aid in the growing-up process of adolescence, we need a great deal more of this adult-youth sharing of ideas, adult-youth comradeship and understanding. Unfortunately the bigness of our world is beginning to push it into the background.

The very fact that there are more people alive today and that our social structure is more complicated often deprives young people of the sense of security that comes from dwelling in a small, closed group, where you can test your personal worth among a small circle of friends and know that you are acceptable. As our teen-agers step out farther from the protective background of the home, they are involved in increasingly complicated human relationships with people who differ from themselves in religious, racial, or cultural heritage. Often they face the loss of friends and the loneliness that comes when families are on the move, as so many are nowadays.

"We grow up more quickly than our parents did," a girl said to me recently. "We live faster because the world is moving faster." And yet, for all her confidence that she was growing up, she was reaching out for adult understanding as she sought to find a place for herself. "Our parents are pretty liberal. They let us do lots of things they couldn't do. But sometimes they forget how it is to be young."

"I'd work hard to be an engineer," a young boy said. "But what's the use of making plans when you don't know if you're going to be shot up in a war?"

"We know more than our parents," said another teen-ager, "and they respect what we know. Probably we'll go further than they did. But right now we've got a lot of things to think about—and we don't always know the answers!"

"I want to get married someday and have a fam-

ily," said a high school girl. "But I'd like to have a career too. It isn't simple."

It is a compliment to be asked by youth to share in its problems. But many adults are fearful of dealing with adolescents because they think they must know all the answers and be able to state them glibly. They do not realize that what the adult has to offer is experience in life. It is this that enables him to turn a problem around, viewing it from many standpoints, asking the questions that will enable his young friend to arrive at a judgment which is something more than a leap in the dark. With his own breadth of experience, the adult must put himself in the situation where the young person is. And he must do so with the integrity that does not seek to hide his own doubts, his own misgivings and uncertainties—for the teen-ager respects integrity above all else. It's not a bad idea at times to be able to say "I don't know."

Youth Wants a Change for the Better

We must learn how to be permissive, like Socrates, to turn a tough riddle this way and that, foreseeing that out of seeming confusion new knowledge and progress may emerge. The adolescent whose mother and father are less concerned with wielding authority than with helping him explore the facts of each situation usually comes through to adulthood without any major upheaval. Often these wise parents began long before nursery school days to look on their children as people—less experienced than themselves but worthy of respect and trust, able to accept a measure of responsibility in keeping with their age.

The teen-ager is not an elderly person whose delight is to sit in the sun. He has an assignment from nature—to go forward with the ball. He's eager to fulfill his destiny. No normal teen-ager is in his heart cynical or apathetic or the ready tool of evil. If there are some who appear so to us, then let us reexamine ourselves to see where we have failed. Let us probe with understanding and sympathy below the hard crust, the mistaken conduct, the rejection of standards, the rebellion, and the wall that seem to separate us from them. Behind the wall there may be confusion, bewilderment, resentment, or fear of grownups and the grown-up world. Friendly understanding can dispel these, and release into constructive activities the tremendous energies of youth.

What young people want from their world, now as in every era, is to change it for the better—for themselves and for those who will come after them.

Dorothy C. Stratton is the national executive director of the Girl Scouts of the U.S.A. Part of her important work involves meeting and talking with young people all over America and in many other countries. During World War II she was director of the SPARS, women's reserve of the U.S. Coast Guard.

Glenn O. Blough

Vacations Are Wonderful for Learning

Granted the truth of the old saying, "Satan finds some mischief still for idle hands to do," the two months and more of summer vacation need not be a time of mischief or of waste. Let's make sure that our homes and our community use good sense and skill in providing alternatives for unfilled hours—alternatives that encourage the learning that belongs to leisure.



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This is the eighth article in the 1952-53 study program on the school-age child.

WHEN THE last school report is out and the books and pencils have been brought home, it's summer! It's vacation! This means a variety of things to children. To some it means going off to camp; to some, helping with house and farm work. To others it means summer cabins, trips with vacationing parents. But to almost all children it means leisure—more time to do just what they want to do. It's a change from the routine of scheduled schoolwork and activities. Now there is one free day after another, a long succession of Saturdays.

When children are in school or in other organized groups, it is not always possible for them to explore

their own interests as far as they would like. They are usually limited to patterns of the curriculum or to the plans of the group. Vacations offer each child golden opportunities to follow his own interests at his own pace, wherever they may lead. These interests may have been kindled in school. They may have been caught from some adult or some other child, from a book, or from the innumerable stimulating experiences of the world in which children live. Whatever their source, they carry worth-while suggestions for summer activities.

Parents and other adults can serve well the needs of children during the long, leisurely weeks of sum-

mer vacation. And in many places they are doing so. As organized groups of citizens, they have surveyed the community to catalogue the facilities, indoors and out, that are available to serve children during the summer.

Finding and Using Community Resources

Learning for the fun of it, that's what we want our boys and girls to experience—the fun of exploring, manipulating, observing, reading, and searching. Doing these things at leisure is an important part of every child's growing up. School, park, playground, zoo, library, museum facilities—all have been found to provide superb materials for informal learning.

The school. Fortunately in many parts of the United States we have come to realize that the schoolhouse can do more than collect dust in the summertime. School facilities and playgrounds have been kept open for work in arts and crafts, for science and nature study, for pursuits of hobbies, for children's theaters, music activities, and similar experiences. Forward-looking communities in many states use not only school facilities but the school staff to meet the leisure-time needs of children.

The museum. Many museums are providing special summer programs of interest to boys and girls. These activities are not of the look-don't-touch variety, either. They are opportunities to try out things, to work with things, and to make first-hand observations. In these communities children are forming the habit of "taking it to the museum to find out" when they want to identify something or to discover more about an interesting object or to learn the answer to a question. Many museums have workshops where children can follow special interests in the arts, in crafts, in science, or in other fields.

The children's museum has become a live spot in the community around which the young gather to learn by doing, looking, listening, and sharing—especially in summer, when there is time. Often the most successful museums are small in size but large in services. They are planned by citizens who know that children's interests are varied, that children like to be active, that children's suggestions and plans are important to the success of an adventure that involves their leisure.

Gardens. Many people believe that no child should grow up without a garden to plan, plant, and care for. Community-wide gardening has long been a part of vacation activities for children in scores of cities and towns. Sometimes the garden projects are sponsored by the schools, sometimes by the local garden club or another interested group. In any event, the sponsor usually sees that the children can get the help they need in solving such problems as preparing the soil, choosing the seeds to be planted,

and caring for the plants. Experience with growing things affords pleasure to almost all of us. It gives children a keen appreciation for the world of nature—as well as a chance to share the results. (You can always eat the radishes!)

The library. The children's room at the public library yields a boundless variety of summer adventure. Its wealth of books can serve even the most specialized interest—tales and drama, how-to-do-and-make books, and informational books on almost any subject. There are many simple books about animal and plant life. There are shelves of books on electricity, atoms, radio and television, weather, rocks and minerals, astronomy, and almost everything else in the world. Large numbers of girls and boys the country over look forward eagerly to the story hour in the library or to the weekly afternoon program of films on many fascinating subjects.

It is encouraging to know that countless children feel at home in the children's room of the community library. There is more emphasis on the right book for the child and making library visiting a real pleasure and less emphasis on silence and spotless fingers. That's progress in the minds of many.

The Home as a Resource

Up to now we have been looking at some of the opportunities for leisure-time learning and pleasure furnished by the modern community. We have cited but a few. There are a great many others.

We are probably all agreed that the home, in addition to looking after children's needs for food, clothing, shelter, and health, should be a place where there's always "something to do." Essentially the home where there is plenty to do is, first of all, one in which the adults are interested in how the small fry occupy their time, and, second, one in which there is space to work and play and keep the "stuff."

Most children feel that it is important to have some place in the home that belongs only to them, their "private property." Ideally it consists of a room of his own for each child or perhaps a workshop in the basement. Because of cramped quarters the required space may simmer down to a shelf in the cupboard, a drawer, or part of a closet. But whatever the conditions, there should be some adequate place to keep the many and varied materials of children's work and play.

The average child is happy and contented if he feels that there is someone really concerned in helping him find interesting things to do. For example, at one time or another boys and girls usually enjoy making collections—of leaves, of insects, of rocks, of flowers, of almost anything. The collecting interest lasts longer and amounts to more if there is someone to share it, to help suggest sources—people, books, and places—for identification and other in-

formation, to show some interest in the specimens and give encouragement.

Many children, especially boys, like to build with tools and to make experiments in order to find out things. These activities too are more meaningful if plans for them fall on sympathetic ears. Youngsters who enjoy indoor and outdoor gardening like to help decide what kinds of things to plant and where. Having a voice in deciding often stimulates the interest of young children and frequently inspires them to useful work with hoes and lawn mowers without the usual urging. Large numbers of children like to keep pets. Here again the whole experience will be more satisfying to everyone if the problems of what kind of pet, where it will be kept, and the responsibility for taking care of it are cooperatively settled by the family.



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Let us not forget, too, that summer is the golden time for families to do things together. For children need to be guided into new experiences by those they love and admire. They need to have their curiosity stimulated by enthusiastic grownups who can introduce them to the wonders of the world, help them to see things they never saw before and to try doing things they never did before.

On long, twilight summer evenings parents and children can stroll at their leisure through the streets of their own neighborhood, observing the colorful succession of garden flowers as the delicate hues of spring give way to the gayer blooms of early sum-

mer, which in turn yield to the blazing reds and golds of July and August. They can marvel at the many kinds of trees that grow along the quiet streets—the elms with their characteristic shapes and the numerous varieties of oaks and maples to be found in one or two blocks. The prints of little animal paws in a dusty road at the edge of town can lead to exciting after-dark research in the family's store of encyclopedias and nature books. Little do the youngsters realize that, besides learning countless exciting facts about plant and animal life, they are also learning a highly valuable art—the art of intelligent and careful observation.

On week ends when Father is free there are auto trips, excursions to interesting places in near-by communities, outings to the beach, the hills, the woods. And wherever the family goes there is life to be seen and heard and watched. One child may find an absorbing interest in the intricate, amazing world of insects after a few sunny afternoons on the beach or in the hills. Another may begin a lifelong study of birds with the simple practice of watching them out the car window—identifying the meadow-larks and mourning doves perched on telephone wires, the long-legged heron by a reedy lake, the pheasant bursting out of a clump of roadside brush.

Even trips to railroad yards and wholesale markets can open new vistas for learning, if the grownups take time to point out the rich cargoes that arrive daily from far-off places—apples from the Northwest, fish from the Great Lakes, wheat from Canada, meat from the farthest-away spot in the world, New Zealand, and wool from Australia. Again, the list of opportunities is endless, and, as Adele Franklin has said, "Seeds of knowledge grow readily in the fertile soil of exploration."

Lucky are the children whose parents realize that youngsters need things to do and places to go if they are to remain happy and contented, that they need room to work in and someone to stir and share their interests. Children's leisure, especially in summer when there is lots of it, can become a happy time for discovering the world's wonders, for creating, and for general good living and learning. And to make it all possible they need first and foremost the guidance and encouragement of adults—adults who are themselves enthusiastically convinced that vacations are wonderful for learning!

*As specialist in elementary science in the U.S. Office of Education, Glenn O. Blough gives freely of his services to state departments of education and city and county school systems. He has written many books on plant and animal life for boys and girls. His latest, *The Tree on the Road to Turntown*, is one all children will enjoy.*

WHO'S BEHIND THE

No generation has ever had textbooks more carefully planned and more pleasing to the eye than the books on your child's desk at school. How much do you know about the men who publish them? How big is the textbook business? What are its problems? You'll find the answers in this first of three articles on the American textbook and the industry behind it. The next article will describe how the books are written, and the third will present criteria for evaluating them. This series is related to the section on "Better Schools" in the current Action Program of the National Congress of Parents and Teachers.

SOME OF the famous old textbooks are remembered by name: McGuffey's *Readers*, Webster's *Blue-back Speller*, the *New England Primer*, for example. But how many of us know the names of the publishers with the foresight and the initiative to publish them? Who are the men and women that are publishing today's textbooks—the books we hear criticized and praised? What of the textbook industry?

We Americans like to think of ourselves as a tough and adventurous breed, and the nation's progress confirms this belief. Textbook publishers are cut of the same stripe. They not only have to be tough and adventurous but also devoted to an ideal, the ideal of a continually improving education for every American boy and girl. And theirs is a more competitive business than most, with relatively small sales and modest profits. As a matter of fact, it is surprising to find that an industry responsible for a product so vitally important to education plays such a small part in the nation's economic and business structure.

Incredible but true is the fact that annual sales for the entire textbook publishing industry are less than sales of theasket industry or of the respective industries producing dental equipment and supplies, dog food, brushes, and canvas products. And more than seventy publishing companies split this surprisingly small pie. In 1951, when the last financial survey of

the industry was made, total sales of elementary and high school textbooks were only \$99,850,000. Some individual industrial companies do more business in a single working day than is done in a year by all the textbook publishers combined.

Let's cut this small pie into smaller pieces. In 1951 there were only seventeen publishers of elementary and high school textbooks that had sales of more than \$1,500,000. Each of the others operated on less than \$1,500,000 of sales a year, and thirty or more took in less than \$500,000 apiece. Only six of the seventeen larger publishers had high school and elementary textbook sales of more than \$4,000,000 a year.

Where Does the Money Go?

Can the textbook business, then, be considered only small business? What about profits? How much does the publisher make from the sales of textbooks? Thirty per cent? Twenty per cent? Ten? Five? Believe it or not, the textbook publishers received only 4.6 per cent profit on 1951 sales after taxes. And who ever heard of the inventor being paid more royalty than the manufacturer received in profit? Here's an example of just that. The authors of textbooks were paid, in royalties, 6.7 per cent of dollar sales compared to the publishers' 4.6 per cent in net profit.

Consider where the publishers' sales dollar goes. In

Textbook Business?

Committee on Education
National Congress of Parents and Teachers
John W. Starnes, Chairman



© Richard Drouard

Thoroughly impressed with all that's ahead of him for the next eight years is Richard Filyo, six. Richard is in the first grade of the Sherman School, Toledo, Ohio. With him is Lennalee Manor, in the eighth grade of the same school.

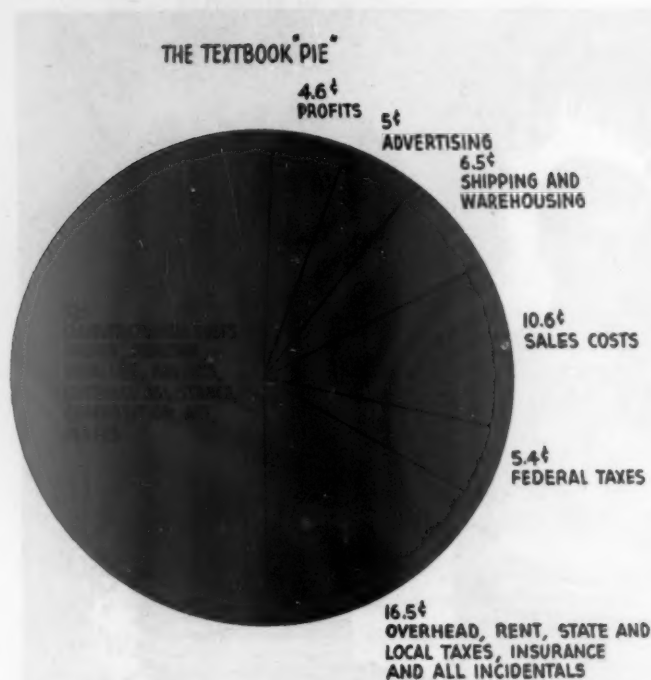
In 1951 the actual manufacturing of the product took about fifty-two cents of each sales dollar. That included paper, printing, binding, royalties, editorial assistance, composition, art, and plates. The remaining forty-eight cents went to pay for selling; advertising; rent; stenographic, clerical, and accounting services; shipping and warehousing (this alone took six and a half cents of the sales dollar); administration; taxes; and profit. Since the making of very few of the items the consumer buys actually costs as much as 50 per cent of the selling price, the schools and the taxpayers who pay the bills are obviously getting their money's worth from textbook expenditures.

But what of the people who make and sell textbooks? To most laymen they are unknown, since few of us can count among our acquaintances anyone who is connected with the textbook industry. Teachers and school administrators, however, probably know a dozen or more textbook salesmen—the largest single group in the industry. There are about nine hundred of them scattered over the country, traveling from school to school five days a week, ten months a year. Most of these men are former teachers, and the successful ones not only know their product from cover

to cover but also understand the educational theories and teaching techniques their textbooks reflect. They make a valuable contribution by keeping school personnel informed of new instructional materials and new methods of using modern teaching techniques.

At first glance this would seem to be a terribly expensive selling procedure, even for such a special kind of product as the textbook. In reality the selling cost (salaries and traveling expenses) of textbooks is remarkably low—about 10 per cent of total sales as compared with 15 per cent, 25 per cent, or even 30 per cent for most specialty items.

The customers for textbooks are not content to rely on what the textbook salesman says or what he shows them of his product. They want to study the new book itself, because to the teacher the textbook is an assistant and a companion with a long-term job. It was for this reason that the practice of sending "examination copies" to committees of teachers for detailed study and evaluation was developed. Many teachers and parents assume that the expense involved in sending out these sample copies is great enough to have a substantial effect on textbook prices. Yet this doesn't seem to be the case, since the entire cost of sample copies, including postage, represents only about two and a half cents of the sales dollar. Even if we add the cost of direct mail advertising, the total is less than five cents of the sales dollar.



The Men Behind the Books

What manner of man is the textbook publisher himself? Sometimes he is a former teacher with a teacher's devotion to education. Usually he is a former textbook salesman with an intimate knowledge of what goes on in hundreds of classrooms and what kinds of instructional materials the teacher needs to do the teaching job we all want done for our children. Unlike most business executives, he has seldom had previous financial, legal, or accounting training or experience in another industry. His business experience and background have usually been superimposed on a successful teaching and selling career. The company he helps to administer is generally small, and quite often he owns part of the business.

Like most "small" businessmen the publisher is devoted to the free enterprise economy we have in the United States, and he doesn't like interference any more than the rest of us. His industry and his company are old, perhaps more than a hundred years old. He is conservative because he has to be. His profits are low, and there isn't much margin for failure. Yet because his business is extremely competitive he must be aggressive and receptive to new ideas and new products. He is like every other citizen when it comes to community interests and activities, politics, family, and religion. But in one respect he tends to be somewhat different. He has almost sublime faith in the teaching efficacy of the printed word.

So the textbook publisher is like all of us in many ways but different in his peculiar position of half businessman and half educator. His business may fall in one of three basic categories. He may be a publisher of elementary and high school textbooks and classroom periodicals; he may publish college books;

or he may publish reference books such as encyclopedias, dictionaries, and atlases. Some publishers serve only the elementary schools, some the high schools, and some the colleges. Other publishers serve all three markets; some serve two of the three.

The textbook publisher has one major protection. The copyright gives him an "exclusive" on the books he publishes. One line of handkerchiefs, kitchenware, rugs, or tires is almost identical with another, but not one textbook with another. The publisher's competitor can imitate the product, but because of copyright protection he can't duplicate it. Schools that want a particular book buy it only from its publisher. Thus, provided the price stays in line, he can be assured of the order for a few years at least.

If the publisher correctly gauges the market, his inventory is sure to move, even though it may move slowly, and his investment in plates is likely to be recovered, too, in time. Hence the American copyright law not only protects the author from plagiarism, but it also provides the necessary guarantee to justify the publisher's relatively large investment in plates and inventory.

Not a Mass Production Industry

If you are close to big business—or a mass production business—you may ask why the textbook publishers cannot tool up for mass production. Why can't they turn out textbooks in huge quantities like automobiles or can openers? The big reason is that there are many more different types of textbooks than there are automobiles and can openers. Each book is unique and highly specialized. Each title is different from all the others, each year's product different from the previous year's. Even when printing and binding are standardized, the textbook publishers' requirements don't permit large enough runs for the usual production-line economy. The statistical report of the American Textbook Publishers Institute shows that the medium-sized publisher operates about as efficiently as does the large publisher. The small publisher gets his books written, edited, and manufactured almost as economically as the big publisher, although his selling and operating expenses put him at a disadvantage. In other words, bigness alone isn't the magic formula in the textbook publishing business. And because of this there's little chance for a textbook trust or combine to develop. There will probably always be many textbook companies, and most of them will tend to be small.

What's the answer to the manufacturing problems of the textbook industry? The production genius from Detroit or Pittsburgh might say "Standardize!" But leading educators say that advances in our educational system in the recent past, as in the immediate future, result from *nonstandardization*. The old philosophy of one book for all, one assignment for all, and the class will progress only as fast as its slowest

student does not conform with modern educational administration. And the textbook industry is of the same opinion.

Most businessmen would be astounded by the inventory problems publishers face and the amount of capital constantly tied up in inventory. And they would be further amazed to learn of the size of inventory in relation to sales and to the low turnover. The average inventory actually is more than a third of the total annual sales! Why?

One of the main reasons for this expensive and complicated inventory is that the textbook business is a highly seasonal one. Schools are likely to order most of their textbooks in the summer, but because printing and binding facilities are limited, the publisher must manufacture these books over several months. Inventories begin to grow in January and are bulging at the seams by May and June. For states that require local depositories, books must be shipped on consignment to these points in April and May, and the publisher must carry these inventories until they are reported as sold in the fall. Naturally each warehouse and depository requires a minimum inventory, so the more depositories and warehouses the publisher is required to maintain, the larger his minimum inventory requirements.

A successful textbook is long-lived and stays in print for several years. After the title is four or five years old, orders are largely replacements and are comparatively small. So to keep prices down, the publisher must then print a two or three years' supply. The more he prints, the less his per-unit cost.

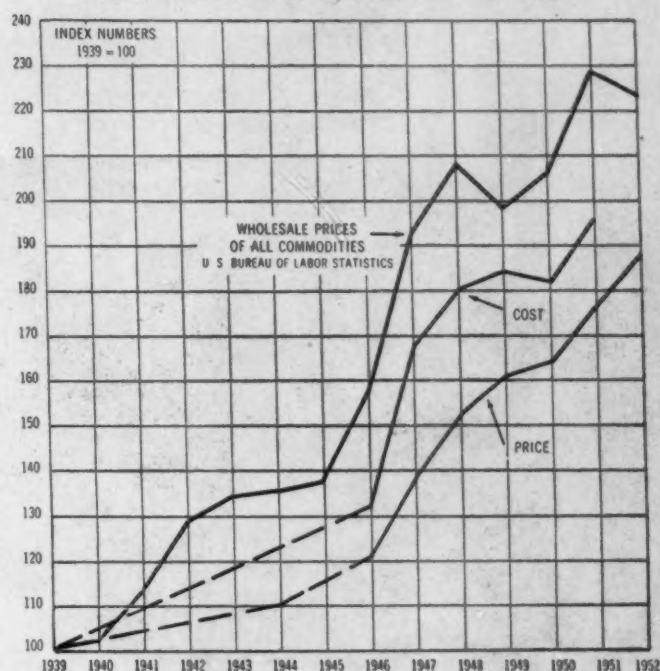
New Ideas and Techniques

Does it still sound easy? Then consider, too, that the textbook publisher must keep up with the times. Parents today look at their children's textbooks with amazement, comparing them with the textbooks of their own school years. That's like comparing the great magazines of today with their counterparts of yesterday. The graphic arts have provided new ways (but costly ones!) to attract and hold attention with color, illustrations, and modern type.

At the same time research is constantly uncovering facts that almost daily alter the views and theories of historians, grammarians, mathematicians, and scientists. Writing a textbook is not just a matter of adding new information. It requires expensive, painstaking, original, and creative effort.

The total textbook market is fairly stable. It has been growing ever since the textbook industry began in this country. There have been high years and low years, but as the population increases and more and more children go to school, the market continues its upward climb. Yet the finest market in the country can go begging if someone cannot provide a product at a profit. Although every day it costs more to produce and sell a textbook, textbook prices have not

ELEMENTARY AND HIGH SCHOOL BOOKS



gone up as fast as costs. More than that, the books required today are more elaborately illustrated and therefore must be printed in larger and larger quantities to keep unit costs down.

The implications here are obvious. If we wish our children to have the same number of books that each child had in 1939, and books of equal quality, the textbook budget should be considerably increased, perhaps by about 100 per cent. If we wish to eliminate obsolete texts or provide a more generous and varied program of reading and study than we have in past years, it should be increased even more.

Few will deny that the textbook publishers play a big and essential part in education. Still the cost of textbooks amounts to only a little more than 1 per cent of the total cost of public education to the taxpayer. The foundations of learning, between the covers of attractive and accurate textbooks, provide so much to so many at such a relatively low cost!

The men who are devoted to publishing these books, for small profits in a highly competitive market, deserve our recognition. Though they have always remained anonymous, they continue to contribute their efforts and their skills to the education of our children. A tough and adventurous breed, these textbook publishers!

John W. Studebaker, chairman of the Committee on School Education and leading spirit in the extensive research study that has produced this series of three articles, is vice-president and chairman of the editorial board of Scholastic Magazines. From 1937 to 1948 Dr. Studebaker was U.S. Commissioner of Education. Material for this article was secured from the American Textbook Publishers Institute.

For the

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THE POWER OF SELF- DEDICATION

Would a man serve humanity? Where should he start his labors? With himself, some of the wisest men have said. Nowhere will he find a surer way of influencing events as they flow past his doorway. This slow tempering of one's own life can lead to service that brings both joy and growth.

Bonaro W. Overstreet

ONE OF THE stories by which I was instructed in my childhood was the old tale of the two men, working side by side, who were asked what they were doing. The one replied, "Laying bricks"; the other, "Building a cathedral." Both spoke the truth but, we might say, truth of a different size, truth with a different perspective.

In similar vein, a parent who was asked what his small child was doing, there on the nursery floor with his toys, might give either of two true answers. He might say, "He's building a wall with his blocks" or "He's building his own personality structure." The

second answer would be improbable. The average parent would be as surprised to hear himself giving it as the average listener would be to receive it. Yet the child, like the two men in the story, is doing two things at once. He is laying blocks one upon another, and he is building the "cathedral" of the self.

He is doing two things, and the one we are less likely to mention is by all odds the more important and the more durable. With a sweep of his small arm, when he gets tired of his blocks, he may knock down the wall he has built. Or, his interest changed, he may take it apart and string out the blocks in a line and call them a freight train. But the self he builds as he chooses what to play, learns to make the blocks behave, enjoys his own company, and savors accomplishment—this self is not so easily dismantled, though the child has no notion he is building it and the parent may barely glimpse it with his mind's eye or not see it at all.

Self-Made in the Truest Sense

One basic insight of modern psychotherapy has to do with the building of selfhood, with the fact that the consumingly important life occupation of every individual is to become "self-made." If he fails at this, no alternative success can make him a happy and fruitful member of the human race. He will remain always to some extent an *object* rather than a person—an object shaped by others and used by others, an object pushed around by circumstances.

Here, of course, we are not using the term "self-made" in the limited economic sense, as when we say that a certain man of power and property who has worked his way up "from rags to riches" is a self-made man. Such a man may or may not be self-made in the psychological sense. Whether or not he is will depend largely upon how he has arrived at the definition of success to which he has geared his efforts. If he has merely taken this over from the environment of his childhood and spent his life in a grim business of trying to get what other people called important, then he may be more self-betrayed than self-made. If, however, he has worked his way up by gradually becoming more and more aware of his own unique powers and interests, his own creative definition of success, and his own place in the human

scheme of things, then he is *self-made*. He has not only money in the bank but resources within himself.

I know one so-called successful man, now in his late fifties, who is commonly said by his acquaintances to be self-made. Yet he might more truly be called mother-made. His father came of a family that had always had money. However, when the man of my acquaintance was twelve years of age and the oldest of four children, his father lost everything in one wave of bad investments—and committed suicide. The mother thereupon decided that the oldest son must devote his whole life to rebuilding the family fortune.

From that day on he never belonged to himself. His adolescent years were never years of finding himself. He was given no margin of freedom for sports or social life or wide rangings of the mind. Instead, by all the types of open and hidden pressure his mother could contrive, he was kept at the grim task of getting ahead. He did not have a chance, in the healthy sense, to make friends. He was merely pushed into the company of "the right people," those who could help him up the ladder of success. He did not have a chance to choose a lifework. He was directed into the work in which his mother saw the best chance for him to make money and more money. To call such a man self-made seems a tragic misuse of the term. The self he was never allowed to make looks out wistfully from his eyes—and speaks wistfully, now and then, in a voice that has never wholly become that of a "Napoleon of finance."

In the psychological sense the term *self-made* has a fairly clear and deeply important meaning. It has to do with the manner in which a person changes his status from that of the helpless, dependent infant to that of the competent, independent adult. The infant, newborn into the family circle, cannot give anything; he can only receive. He cannot do anything for himself or anyone else; he can only be done to and done for. He cannot make free choices; he can only adjust to what has been called the no-and-yes pattern laid down for him by his parents.

Gradually, if he has a sound chance to grow, he begins to give as well as receive, to do more and more things well or fairly well, and to make more and more decisions and choices on his own. Thus, in the language of the psychiatrist, he gradually "becomes his own parent." That is, he sets up his own yes-and-no pattern and learns to perform usefully, competently, and happily within it. Only as he thus becomes self-made can he ever truly belong to himself. *And only as he belongs to himself can he ever truly give himself.* This is where we find the connecting link between an individual's being self-made and his having the power of self-dedication. No one can honestly give that which he has never possessed, and if he has never been self-possessed he can never give of that self.

Beware of Self-deception

It is important for us to get hold of this basic fact because it enables us to distinguish between genuine self-dedication and some of the sad, destructive travesties upon it. The case cited above illustrates one kind of travesty—the case of a man whose life was, so to speak, given away by another person, his mother. His energies were in truth dedicated. They were given to one exclusive enterprise, that of money making, and to no other. But the choice was not his. Rather, he was the instrument by which another's choice was realized. Dedicated but never self-dedicated, he has succeeded in accomplishing the special task laid down for him. But those of us who know him best know that his success often has the lonely taste of dust and ashes, not the tang of joyous self-fulfillment and self-giving.

We know too, that a person may appear to be self-dedicated when he is merely acting under the compulsion of his own deep-lying sense of guilt. Thus I recall the case of a young woman who, at the age of thirty-four, suffered a breakdown that brought her to a psychiatrist and eventually opened the way for her to become herself instead of an imitation self. She had never married but had gladly stayed at home with her aging parents and dedicated herself to taking care of them. If the gladness and self-dedication had been genuine, the breakdown would not have occurred. What came to light, under treatment, was a compelling sense of guilt. She hated her parents for their lifelong domination over her and particularly for the fear of sexual experience they had built into her. But because she could not reconcile such hatred with her image of goodness, she found it less painful to "love" her parents and expiate her sense of worthlessness by staying with them and working for them—less painful than to make the break and create a life of her own.

Once again, what appears to be self-dedication may be a disguised yearning for dependence, not at all an expression of mature independence. The per-

son, for example, who gives himself with fanatic zeal to some leader or some cause may never have owned himself in the first place. Two clues will often help us determine whether or not such self-dedication is the real thing. It is *not* the real thing if the individual feels it disloyal to see the slightest fault in his leader or to allow the slightest disagreement as to the perfection of his cause. Such an anxious determination to endow the mortal and imperfect with perfection merely reveals a need to have an all-knowing and all-powerful parent on whom to lean—and a willingness to trade in his own independence for the lost security of childhood. In the second place, we can doubt the genuineness of fanatic self-dedication if it drives the individual to more hostile and destructive actions than it does to friendly and constructive ones. The person who has genuinely made himself and belonged to himself and given himself has a way of being on good terms with life. He is not under the compulsion to work off a deep and continual rage.

The Great Giving

The power of self-dedication is not an automatic gift that belongs to us as a birthright. We earn it by growing, by running the risks and savoring the peace and joy of growth—growth from mere receptivity to creative contribution, from ignorance and helplessness to increasing knowledge and competence, from passive obedience or resentful disobedience to freedom of choice and self-determination.

Out of the building blocks of growthful experience we thus create a self, a personality structure. And having created it, we can give it to the service of life. As a small child brings to his mother the crayon drawing he has made, and offers it to her, so the healthy, mature person enjoys the inestimable privilege of bringing the self he has made and offering it to that which he feels to be infinitely greater than himself—some system of values he calls good. Thus freely losing his life, he finds it.

COMING IN THE MAY ISSUE

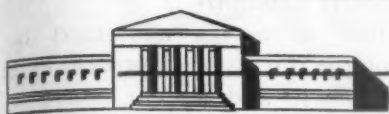
With God's Help—and Sisù by Garff B. Wilson. The story of Ilma Ruth Aho, a Finnish woman who has seen and known suffering and passed through it unembittered, undefeated. Here is an example of courage and unwavering faith to inspire us all.

An article by Hart E. Van Riper, M.D., on *gamma globulin*, newest and most hopeful discovery of research workers in their tireless fight against polio. Dr. Van Riper is director of the medical department, National Foundation for Infantile Paralysis.

The Angry Women by William D. Boutwell. The educational television "time bomb" is set to explode on June 2. This is an account of how eighty thousand indignant women mobilized against those two apathetic blockers of progress in educational TV—Mr. Too Little and Mr. Too Late—and a guide to effective strategy for action in your community.

WHAT'S HAPPENING IN

Education?



● *Commencement days will soon be with us, and once again we shall be watching boys and girls march up to the platform to receive their graduation certificates. As a teacher I will watch this annual rite and say to myself "Why do they delude themselves?" Nowadays that piece of paper wrapped in a bright ribbon means little more than that the youth has attended school with reasonable regularity. If we teachers try to maintain standards, we are warned that a grade of "Failure" may hurt character development or something. It is all very discouraging to teachers who believe in high standards.—M. D. N.*

Many share your worry about what happens to standards in schools where "everybody passes." And yet simply "failing" students doesn't seem to be the best method. How do you suppose the weak student feels when he gradually discovers that business doesn't want him, school doesn't want him, and maybe his parents do not want him around home either? Perhaps the schools should come up with variable standards for students to shoot at, all the way from modest achievement for the weak to very high, self-set standards for the gifted.

Various efforts to create new types of diploma have been made. Some schools issue along with the diplomas a neat, complete personal record of school achievement. This includes reports of extracurricular activities as well as marks. The student may use the record in applying for work as well as for entrance to institutions of higher education.

Professor Hamden L. Forkner, head of the department of business education at Teachers College, Columbia University, offers a promising suggestion. He speaks as a man who must face employers critical of the teen-agers sent to them to apply for jobs:

Why shouldn't the school, in addition to the usual diploma, give a certificate of employment to each student? This certificate should contain an inventory of his skills. It should state—how fast he can type, or take dictation, or transcribe, or operate a machine.

The school mark should indicate to the employer the kind of person he is getting. "A" in a course would indicate dependability, honesty, regularity in attendance, willingness to cooperate, ability to follow directions, ability to get along with others, and similar qualities.

"B" would indicate that the student was not at the top of his class in these respects but that he was above average in them; "C" that he is the kind of person that

needs some supervision, can usually be depended upon if the boss is around, usually gets along with others, and so forth. "D" would be the mark given a student who needs close supervision most of the time.

The "C" or "D" student may be the fastest typist in the group. But he stops work immediately when the boss looks the other way or is out of the office. He is a constant source of annoyance because he not only uses his own time to converse about unimportant things in the office, but the time of other workers as well. . . .

Putting a marking system such as this into operation is no simple procedure. It takes time to educate the pupils to the point of view that it is not what they do, but the way they do it that counts.

We hope some schools will try the Forkner plan.

● *How can we include more emphasis on spiritual values in the programs of our high schools? I don't mean religious instruction because that is the responsibility of the churches.—MRS. A. McC.*

This subject is occupying the attention of educators throughout the country today. For substantial help consult the excellent publication of the Educational Policies Commission, *Moral and Spiritual Values in the Public Schools*, available for one dollar from the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C. Soon to be published is a helpful pamphlet based on this book, which will be issued jointly by the National Congress of Parents and Teachers and the Educational Policies Commission.

Let me tell you how one teacher has solved the problem very successfully. For her twelfth-year English class this teacher includes a six weeks' unit on spiritual values. But she doesn't call it that. The unit centers on the theme "This I Believe."

To students this teacher poses the same problem that broadcaster Edward R. Murrow presented to many leaders—that is, "What do you believe?" The unit culminates in a brief statement written by each student expressing his personal faith.

That statement comes about only after considerable reading and class discussion, in the course of which the students explore what others believe and examine books devoted to all the great religions. Many of them read the statements in Mr. Murrow's collection now published as *This I Believe*. They also

listen to recordings in which famous persons have declared what is vital to them. They read books by such great exponents of spiritual faith as Harry Emerson Fosdick.

The climax—the student's own declaration of "This I Believe"—usually is an outgrowth of his own religious experience and the spiritual education he has received at home. As he explores what others believe and rethinks his convictions, he clarifies his own set of spiritual values. The process of writing down his views and sharing them with his classmates and teacher compels him to make his statements precise and meaningful. People who have seen some of these essays tell me how impressed they are by the students' depth of thought and lofty idealism.

Here is a means of introducing attention to spiritual values without overstepping the lines separating church and state. Here is an activity by which the school can help the home to understand the very foundations of religious faith. Coming as it does at the very close of the student's high school career and in the crucial period of adolescence, the unit "This I Believe" gives the student spiritual and ethical direction for his life beyond the school.

● *Our superintendent has asked the P.T.A.'s in our city what we can do about vandalism. It is really terrible, especially in summer. Windows get smashed in many of our schools. In one school the children broke in and went through the building like a cyclone. We have formed a committee and will welcome suggestions.*—MRS. N. D. C.

It seems to happen wherever there are boys, rocks, and glass. I remember looking at the windows of a new junior high school in Washington, D. C., one summer. You would have thought the Army had used the building for machine gun practice.

Vandalism is a multimillion-dollar problem. Recently I saw the estimated damage bills for schools in some of our big cities: New York, \$500,000; Chicago, \$300,000, not counting fire loss. In one year Hartford, Connecticut, spent \$12,000 repairing school windows. Detroit's glass bill reached \$44,000. It's tragic when you think what that money could buy in the form of instructional aids teachers eagerly desire.

Hartford called a conference of public and private school leaders on the subject of vandalism. After considerable study the committee offered these recommendations, which are worth consideration by your committee:

1. Provide regular police coverage, especially at dusk.
2. Remove from the school grounds rocks, sticks, bottles, and other handy rubbish.
3. Stimulate schools that have an unsavory status to overcome it by offering such awards as library

books, playground equipment, and certificates of appreciation.

4. Make spot radio announcements pointing up the parents' responsibility.

5. Don't publicize acts of vandalism. Remove defacements of property promptly.

6. Educate children to accept and carry out responsibilities, using the discussion approach. Enlist the aid of student councils and student courts.

8. Remove vicious sources of lawlessness. Enforce laws in regard to minors attending movies, bowling alleys, and fights.

9. Use the schools for more outside activities. Give frequent reports to the press on the good things children are doing.

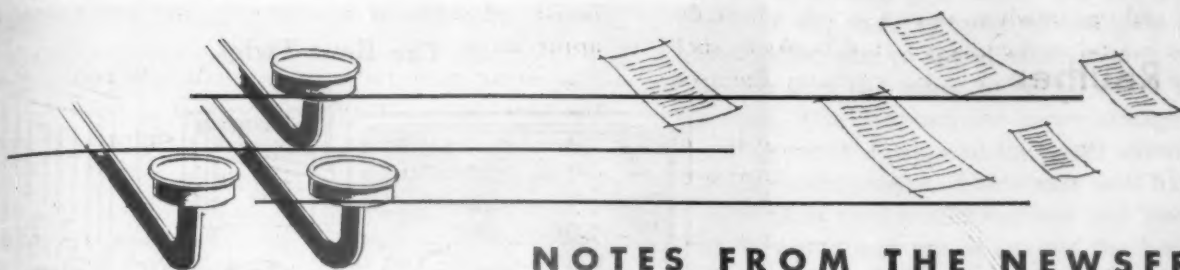
In one District of Columbia school the teachers put the problem up to the children. These youngsters organized what they called the "Vandal-anti's." This organization gives serious consideration to school damage and other problems. It has gone on to draw up pupil-made rules on how to behave in an auditorium. Last I heard the Vandal-anti's were hard at work on a code of behavior for motion picture theaters. I'll wager the theater managers will distribute complimentary tickets if that works!

● *Our P.T.A. has a small amount of money that we can add to school funds to build up the starved little collection of books we have in our school library—until more school funds are available. We want to spend this to best advantage. Have you any suggestions?*—MRS. R. D. P.

Write to the American Library Association, 50 East Huron Street, Chicago 10, Illinois, for a leaflet, *Aids in Selection of Materials for Children and Young People*. This also includes sources of films and records, in case you are interested. This answer came from Mildred L. Batchelder, who is executive secretary of the Division of Libraries for Children and Young People, American Library Association. She adds:

"I wonder if you are familiar with the plan we have used to make good book lists available for P.T.A.'s, teachers, and others who are interested in them? For several years we have had a special list committee of the Division of Libraries for Children and Young People. The committee considers and gives its approval to certain well-selected lists of books for children and young people. These lists are printed and sold by the Sturgis Printing Company, Sturgis, Michigan. They may be ordered with the imprint of the library on them or at a slightly lower cost without the imprint."—WILLIAM D. BOUTWELL

Editor's note. The price of the A.L.A. pamphlet *How To Start a Public Library* was misquoted in last month's "What's Happening in Education?" Single copies are free; ten copies, \$1.00; twenty-five copies, \$2.00.



NOTES FROM THE NEWSFRONT

New Hues for Cities.—The concrete block has gone glamorous. Decked out in new colors and displaying a satiny new texture, this staid old building material has taken on sparkle and dash. The facings of the new blocks now have the slickness of tile. Made of a synthetic material said to be harder than baked enamel, the coating sheds water and acid and will not crack or burn. With this new block, which comes in twenty shades, buildings can now bloom like the rainbow.

In Mediaeval Mode.—Perhaps history would appeal more to young students if people still gave vividly descriptive names to men in high places, as they did to rulers during the Middle Ages. Among early French and English kings were Edmund the Deed-doer, Edgar the Peaceful, Ethelred the Unready, Louis the Debonair, Robert the Pious, and Charles the Well-Beloved.

Jumping Away from Conclusions.—Is it young people who are committing a large share of the crimes in this country? Go slowly and carefully on answering that one, says Virgil W. Peterson in a recent issue of the *Atlantic Monthly*. Go slowly even when you have before you statistics that purport to prove that youthful criminals account for most of our crimes. Actually not all crimes are reported to the police. Many of those that are reported are never solved, and thus no one knows the age of the guilty. There is reason to believe that most unsolved crimes are the work of mature lawbreakers who are difficult to detect. On the other hand, it's not surprising that a large proportion of those arrested are juveniles. Daring and inexperienced, they are more easily caught.

Springtide Invitation.—A resident strolling through Colorado Springs one twilit evening stopped to read a sign swinging on a gate: "Come in and see our garden. A thing of beauty is a joy to share." The passer-by started hesitantly up the drive, but before she had gone very far she saw painted on a large stone a second cordial message: "Yes, you are really welcome." Reassured, she continued up the drive and came upon a garden lovely with the fresh-blooming flowers of early spring—all the more appealing because the owner had flung open his gates to share their beauty.

Schools in Shambles.—In war-torn Korea 40 per cent of all school buildings have been bombed beyond repair. Many of the others lie in charred, jagged ruins.

Natural History for Juniors.—Do you know a child in the fourth, fifth, or sixth grade who is looking for materials on natural history? Tell him about the attractive, one-for-a-penny leaflets put out by the Chicago Natural History Museum. There are a hundred and sixty-nine of them—on plant life, animals, the earth, people, and places.

Sample titles include *Jungle Crafts*, *Sand-paintings of the Navaho Indians*, *Shadow Shows and Puppet Plays*, *Magic Sky Lights*, *Fireflies*, and *Arbor Day*. Each of the stories, authentic and beautifully written, is four pages long and ready to insert into a binder. The price of a complete set, including postage, is \$1.95. For a list, write the Book Shop, Chicago Natural History Museum, Roosevelt Road and Lake Shore Drive, Chicago 5, Illinois.

Covering the Ups and Downs.—About one hundred cities and towns are now writing escalator clauses into their teachers' contracts. These clauses gear salaries to the cost of living so that earnings will rise or fall automatically with changes in living costs.

The P.T.A. Points with Pride . . .—At the forty-third birthday observances of the Boy Scouts of America, held last February in Washington, D. C., and New York City, twelve outstanding eagle scouts represented their organization. Two of the dozen selected for this nation-wide recognition came from P.T.A.-sponsored scout units—Emmett Sutton of Toledo, Ohio, and William R. Breedlove of Flint, Michigan.

The Young Are Targets Too.—Cancer can strike victims of any age, children as well as adults. In fact, cancer now kills more boys and girls from three to fifteen than does any other disease. Last year alone this malady took the lives of more than three thousand children. Contributions to the American Cancer Society during its annual April drive offer one way of striking back at this killer.

Floating Library.—It's "down to the shore for books" when the library boat chugs into port! The boat with five hundred volumes on board makes regular trips to the small islands off the coast of southern Denmark. Also on board the boat-mobile is a trained librarian to whom farm workers, fishermen, and their children—who make up most of the patrons—may turn for advice on reading.

Eager and Early.—At nine-thirty in the morning the door of the governor's office opened, and the visitors streamed in. It was the newly elected official's first public day. Each visitor might have up to five minutes to discuss his concern, and it was first come, first served. Second in line that morning was a girl on the staff of her high school paper. Poised as a veteran newsmen, she opened the interview with a question on state aid for education. And her closing inquiry was still about education: How did the governor's daughters like school in their new home city of Springfield, Illinois?

Boy Looks at "Deficit."—From Johnny's test paper: "A deficit is what you've got when you haven't got as much as when you had nothing."

Walter P. Reuther

Education in the Changing World

For more than a decade our factories have been turning out weapons of war. The cost adds up to billions of hours of labor and billions in natural resources. As these expenditures soar, are we neglecting one of the most powerful weapons for facing any foe—our schools? This question is raised and answered here by a leader who represents one of the largest groups in American labor.

THE PRESENT PLIGHT of our schools has deteriorated from a national scandal to a national tragedy. Millions of American children, our most valuable and cherished asset, are being robbed of their rightful opportunity for a decent and full education. This trend, which has been in process for many years, must be reversed. We have been giving governmental priorities to zinc and steel and copper and other natural resources. It is high time that we gave priority to our school children and their intense needs for better education.

It will do us no good to build up the negative, military side of our national strength if we ignore and waste our most precious human resources. Of

course there is need for guns and tanks and planes to protect America. But no sane man can refute the basic proposition that only an educated America—an America educated not only in material matters but in the fundamental spiritual bases of our democracy—can hope to meet the savage challenge of the totalitarians.

This challenge comes not through guns and tanks alone. Those are merely for the last battle in the campaign. The preparatory night patrols, the skirmishes, the psychological warfare of the totalitarians are aimed at our minds and our emotions. And our first defense, our best defense, is the affirmative strength of our belief in the practices of democracy.

The Bent Twigs



© The Herblock Book

We need a West Point; we need an Annapolis. But just as much, if not more, we need a healthy school system in every city and town and rural area. And we don't have it.

The world struggle between freedom and tyranny thus confronts American education with its most urgent responsibilities at the very hour of a grave international crisis. For the strength of America, our ability to provide political and moral leadership to the free world, depends in very large measure on our educational system.

Wherein We Have Failed

As a free people we have risen to the challenge of Communist aggression on far-flung battle fronts. But we have so far failed to show equal courage and determination in meeting the threat to our own school systems here on the home front. We can be proud of the billions we have gladly appropriated for the military defense of our free institutions. We cannot be proud of the callous indifference through which we have, as a nation, placed our educational system on starvation rations.

Hundreds of thousands of men and women today are working in new defense plants, the cost of which has been underwritten by the taxpayers—modern plants, with not only the best of machinery but the best of light and ventilation and safety and health facilities. Yet in too many places the children of these same workers are forced to go to schools that are inadequate, outdated, understaffed, or obsolete.

The federal government has willingly converted our industrial defense plants into model factories. But the federal government, as well as state and local governments, has refused to spend the money necessary to maintain the same rate of progress in our public schools. And there's no good reason for this. Regardless of what you may hear to the contrary, the country isn't bankrupt. It has the financial strength, and it should have the will, to produce a decent school system.

Some of our representatives in Congress seem confused about their ultimate objectives. Instead of doing all that should be done to prosecute the cold war against the totalitarian threats to our welfare, they often seem more interested in prosecuting a cold war against our schools.

Labor, like every other group of men and women, wants to get its kids out of the overcrowded, make-shift schools they are now in. We take our place with those who say that a nation with a booming economy must not practice false economy on its schools. In every section of the country we are at your side to get the funds we need for the best possible schools. We would be ashamed to do less. Let's build in Washington a greater children's lobby than any other lobby there.

We find apathy, too, at the local level. The resi-

dents of a small community not far from Washington, D. C., were recently offered two proposals on the ballot, one to spend more money on its sewage system and the other to spend more on its school system. The proposal for better sewage was carried, two to one; the proposal for better schools was beaten by the same margin. There may well have been local conditions that would explain and justify the vote. If, however, one sets it against the backdrop of the current difficulties of school systems throughout the country, it appears to reflect a widespread failure of the American taxpayer to rise above the penny-wise and pound-foolish approach to education.

The material and financial troubles of the schools today are complicated by a disproportionate increase in the school population in states most poorly prepared financially to shoulder the burden. We must, as James Conant has urged, preserve the diversity of our local school systems. But we must also liberate ourselves from the crippling notion that it will be impossible to keep federal support of local systems from degenerating into federal control.

When a board of education cannot cope with the educational needs of its community because of limited finances, that board is not contributing to the preservation of a diverse and sound school system. A federal program to aid schools, with funds granted to the states, could take due account of such regional relationships as those between public and private schools. By granting scholarships (again through the states) for the support of highly gifted and qualified students in need of aid, that program could become as great a boon to public education as was the land-grant college legislation of the last century. Certainly it would be no more a threat to our schools than the earlier federal action.

Certainly, too, an intelligent effort to keep our educational plant abreast of the growing demands made upon it will give us the material means of accomplishing education's great task: to fit the individual for a responsible role in a free society. That was Jefferson's conception of the function of the American school system. That was in the minds of those workers who led the first campaign for a free public school system more than a hundred years ago, although they may have had a somewhat limited view of a curriculum that would lead to this goal.

The People Need Not Be Passive

And the same conception must be in our minds today as teachers, parents, and citizens, if we are to resist intimidating pressures and develop schools that in the next fifty years can meet the challenge James Conant refers to as that of winning the ideological struggle against Communism.

I should put the challenge as one of winning the ideological struggle not *against* Communism but *for* democracy. Democracy should not be a fearful and

"I'm In The Fourth Grade, Third Shift, Second Layer"



defensive creed. It should not be so unsure of itself that it is driven to deny its own tenets of free speech, free expression, and independent thought when challenged by a way of life dedicated to the extinction of these democratic values.

Democracy should take the offensive everywhere. Our battle for our schools is part of the struggle to fulfill democracy's promise throughout the world, even when it seems to be just a question of electing a member of the local school board or increasing the tax rate or improving the school lunch program.

Willard Goslin has said that the rich can buy their way out of a poor public school system, but the poor are stuck with it. I should say that in the long run, all of us will be stuck with it.

If the schools fail because we fail the schools, none of us, rich or poor, will be able to buy our way out of the century we live in or out of the challenge it offers. That challenge is to make democracy work and to make democracy possible, not just in a privileged and barricaded corner of the world but in all the underdeveloped and underprivileged sectors—wherever, in short, democracy's promise has too far outrun its performance.

If we can afford billions for war, we can also afford to meet the cost of an adequate school system. Our annual educational budget at present is less than one week's cost of the last war. The last war, when fully paid for, will have cost the American people

approximately six and three-quarter billions of dollars a week. If America is to stand as the world symbol around which free men everywhere can rally, we must be prepared to spend each year for education the cost of at least two or three weeks of war.

A Summons to Free Men

In the world contest for men's loyalties, America will not be judged by its military strength or its economic wealth. America will be judged by the only true standard of greatness of any civilization—the sense of moral and social responsibility by which we translate material values into human values, technical progress into human progress.

Our educational system must strengthen our faith in basic human and democratic values. It must make us sure of the values we stand for as well as those we oppose. We cannot define intelligently what we are against until we first know what we are for. We must fight for our hopes and not be guided by our fears.

We must resist the professional bigots at home who have taken upon themselves the definition of democracy's business as a crusade against all dissent. If we do not resist these violations of academic freedom and free speech, our world policy will emerge nakedly as an unreflective and negative anti-Communism pushing the great positive goals of democracy into the background.

While building our strength to meet the threat of Communist tyranny in the world, it is equally imperative that we take heed of those dangerous forces of intolerance and character assassination that threaten our freedom at home. The American concept of freedom of thought has met the tests of history. We must not permit the forces of fear and hysteria to strangle freedom's voice at home under the guise of preserving freedom in the world. Proper security measures are essential, and treason must be dealt with without mercy. But American freedom will be weakened, not strengthened, by thought control, insistence upon conformity, and infringement of basic civil liberties.

This is the hour for educators and people in all walks of life to stand up and be counted. We must give one of the four freedoms—freedom from fear—real substance and meaning in every classroom and in every meeting hall in America. By such a counter-offensive we can raise the level of political courage and political morality.

Walter P. Reuther, president of the Congress of Industrial Organizations, delivered the address from which this article is taken at the recent annual convention of the American Association of School Administrators in Atlantic City, New Jersey.



© Max Tharpe

Discipline- *but by Whom?*

The more this harassed world is plagued with conflict and confusion, the greater the need for the equivalent of law and order in the life of the individual. Fortunate is the child whose parents and teachers have built into his mind the principle of freedom through self-mastery.

Ruth Strang

This is the eighth article in the basic course of the 1952-53 study program.

"I CAN'T make him mind. I'll have to discipline him."
"Mary Jane's teacher this year has no discipline in her class." "He was disciplined by life itself."

Here are three views of discipline. The first considers discipline as *punishment*. The second makes discipline synonymous with *order*. The third refers to the *inner control* one gains, or should gain, from life experiences. The second and third views are closely related; that is, they emphasize the fact that in living up to certain requirements of the home, school, and society the child gains in self-esteem and self-control. This is the view of discipline held by specialists in child development.

Both Grandma and the psychologists seem to agree on two essentials: (1) that children should be loved and wanted and (2) that children's educational experiences should be geared to their readiness for them. It is against a background of affection and understanding that self-discipline is most effectively achieved.

Discipline in a setting of love and security is delightfully described by Hiram Percy Maxim in one part of his story of life with his father, *A Genius in the Family*. The little boy had accidentally broken his mother's full-length mirror. His mother, weep-

ing, told him that he had got beyond her control and that she would have to turn him over to his father for a good whipping. As Percy had never had a whipping, he was curious about what it would be like. That evening, his father said he would take up the whipping business after he had read the paper. Meanwhile the boy was sitting in a deep gloom—not because of fear or terror but because, as he said, he felt so sorry about breaking the treasured mirror.

Then his father explained to Percy the requirements of a good whip and tried out several on the bed. None of them suited him. Finally he said he guessed they would have to give up the whipping because he couldn't seem to find the right whip. "But anyway," he continued, "you understand that you must be more careful around the house and that you must not make so much trouble for Mama, don't you?" The boy was deeply impressed by his father's words and manner, and thought it would be very mean not to do as his father asked. Here, in a relationship of trust and understanding, the father helped his child to be more careful and self-controlled in the future.

Discipline, in the sense of control, changes with the child's development. Many teachers and parents



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do not realize this. They persist in using their same standard methods as the child grows older. Some parents continue to use the permissiveness appropriate to infancy with the preschool child who is old enough to need help in determining limits and in learning what is acceptable behavior. Later, teachers or parents of adolescents lay down the law in the same way as they did to younger children—and wonder why they have a rebellion on their hands! We need to recognize that the form of discipline we use should fit the child's stage of development. At each stage we can provide a series of experiences through which the child gains self-control.

During the first months of life the baby is brought into contact with a relatively uncomfortable and demanding world. In this period of almost complete dependence the parents try to prevent the demands of the environment from becoming overwhelming. They try to make the baby's adjustment to the outside world as easy as possible. They follow, as far as they can, his natural rhythms of feeding and elimination, and help him to move gradually toward a conventional and convenient routine, as his readiness and ability develop. By holding the baby in her arms and fondling him, the mother conveys to the child a sense of being loved and cherished. A "scientific" aloofness such as was recommended around 1914 may give the child a vague but persistent sense of being in an indifferent or hostile world where putting forth effort does not pay.

But there soon comes a time when the parent must set firm and definite limits. As the baby learns to creep and walk and run and reach for things, he gets into trouble without being able to understand why. He must begin to learn that there are certain things he cannot do, certain things he cannot have.

Much of this realization comes from impersonal life experiences. A three-year-old child of doting parents who had always been promptly granted her every wish was building a sand castle on the beach one day. The waves kept coming nearer and nearer. "No, no!" she cried to them. But the waves paid no attention to her. For the first time in her life, perhaps, she was face to face with forces that were indifferent or hostile to her. Such disappointments and restrictions are an inevitable part of growing up.

For the child's safety and health, parents occasionally have to say no. In doing so, they take sides with the child against the undisciplined forces within him.

The way parents do this is of course extremely important. They should set positive as well as negative limits.

"You may get dirty in the back yard *only* when you have your overalls on."

"You may not go into the living room with muddy shoes."

"You may beat the drum out of doors, *not* in the house."

As the Sense of Responsibility Grows

By setting reasonable limits, we promote our children's mental health. Rules make it unnecessary for the child to make all the decisions for himself. They protect him from getting into serious difficulty and thereby give him a sense of security. When the preschool child lives up to the standard set, he feels a sense of accomplishment; it increases his self-esteem. When he does the right thing, it is easy for his parents to praise him. And let us not forget that for the little child praise is one manifestation of love.

It is not long, however, before children begin to make their own rules. They begin to take a larger share of responsibility for their behavior. They want to know the reasons why they have to do this or can't do that. Around seven or eight they develop a keen sense of justice and are frequently heard to cry "That isn't fair!" Constraint is being replaced by consent. From then on discipline should more and more become self-discipline. Rules are recognized as being necessary if people are to live happily together.

Moreover, parents and teachers should recognize adolescents' need to show rebellion, to demonstrate their independence. But sometimes a teen-ager is actually disappointed when his parents or teachers do not object to conduct he himself considers questionable. Children of all ages, and especially adolescents—because their opportunities to get into trouble are greater—are frightened by their own aggressiveness. They want to feel that adults will not let them go too far. When writing about delinquency the large majority of students in one high school class stated the view that parents should have some control over the companions their children run around with and where they go at night. When grown-

ups and adolescents have strongly conflicting ideas, the young people can be challenged to show wherein their suggestions and values are more constructive than those they are opposing.

The principle of readiness allows for individual differences in children. At one extreme are the emotionally disturbed children whose difficulties originate in an atmosphere of pressure without affection and without regard for the child as an individual. These children are not ready or able to endure any more frustration. Some of them for a time need to have an extremely permissive environment, in which they can learn to handle gradually growing demands. But the majority of children are ready to grow, step by step, toward socially acceptable behavior.

Who Shall Be the Agent of Discipline?

Who should be responsible for discipline, in the sense of guidance toward inner control? First, discipline should be the responsibility of a person who understands the needs that underlie the behavior of children and adolescents.

Such a person will not confuse normal behavior with naughtiness. He will not punish for "lying" a four-year-old who tells fantastic stories. Often the very behavior that is most annoying to parents and teachers is desirable and necessary for the child's development. The three-year-old who is "into everything" is making earnest efforts to explore his expanding world. The six-year-old and the adolescent who resist adults are moving toward independence.

Second, discipline should be the responsibility of a person whom the child loves and respects. If a child wants to keep the love and respect of a person important to him, he will try to behave. The relationship helps him to be good; it reinforces his best intentions. This is not a submissive attitude but rather a desire to become the kind of person who can win and hold another's affection.

It is important that the adult be creative and resourceful as well as understanding and affectionate. Many children misbehave because they have not been given challenging work to do. One gifted youngster stated the need for creative teachers as follows:

When I was in elementary school I was one of the worst citizens there was. Then a certain teacher I had gave me a chance to use my ideas to advantage, instead of thinking up ways to misbehave.

Third, discipline should be the responsibility of persons in direct contact with the child. Guidance in the child's daily activity is the best way to prevent trouble. The child who receives help in finding good and acceptable ways out of his everyday difficulties learns how to cope with life situations.

Some children misbehave because they feel insecure and inadequate at home and at school. Seven-year-old Teddy, for example, became belligerent and stubborn because he was progressing so slowly that

he was losing the respect of his classmates. He delighted in being mischievous on the school bus. Unless there was time during the morning for him to excel in some one thing and receive appropriate praise, the day was lost as far as he was concerned. He seemed to have a need to excel, even if it meant resorting to the wrong kind of behavior. To help Teddy gain proficiency in things that count, the teacher gave him some individual instruction in reading and arithmetic. He enjoyed this special attention and began to feel that he was learning like other boys and girls. Through her casual comments in class she also helped him to realize that one does not always have to excel, that one can gain satisfaction from his own growth without constantly comparing himself with other children.

It is important that grownups be fairly consistent in the way they treat a child. To be lenient one day and very strict the next in situations that seem similar to the child is confusing to him. Such inconsistency makes it difficult for him to build his own standards of conduct. Parents who themselves set an example of a well-disciplined life help children to develop moral standards and competencies.

Fourth, the person who has most influence in helping the child to develop inner control is one who "accentuates the positive." Parents and teachers can help children most by looking for the good and by being sensitive to the signs of growth in each one. Children always appreciate approval but especially after an overdose of criticism.

The pupils in one elementary school class felt discouraged about their midterm report cards. To relieve the gloom the teacher said, "Well, there's something good about each one of you." "Tell us what it is," the youngsters said. So the teacher mentioned some specific good thing about each one. "This is the best class period we've ever had," the children said. Parents, too, should give their children specific, genuine approval as often as they can. Such commendation emphasizes their positive behavior and suggests immediate goals toward which they can work. It strengthens the inner forces that help them to do the right thing. It makes it easier for them to behave in ways that they themselves, their parents, and society approve.

Discipline is part of the total development of the child. It progresses from indulgence during infancy to firm but gentle imposition of outside authority—"Mother knows best"—during early preschool years and to the building of inner controls or self-discipline as the child grows toward maturity.

Ruth Strang, director of this study course in the basic principles of child development, is professor of education at Teachers College, Columbia University. She is the author of one of the standard works in her field, An Introduction to Child Development.

Foreign Language

Last year Earl J. McGrath, U.S. Commissioner of Education, went abroad to an international conference. With the exception of the Americans, nearly every delegate was able to speak at least two languages other than his own. The commissioner, however, had determined to arouse us from our apathy toward languages. In January of this year he called a conference, "The Role of Foreign Language in American Schools," at which the president of the National Congress of Parents and Teachers was one of the main speakers. In response to many requests for her address we are here printing it in full.



© San Diego City Schools

UNDERSTANDING among the peoples of the world is one of the great challenges of our day. We of the National Congress of Parents and Teachers recognize this and for years have worked to help build the friendly mind, the friendly attitude and spirit. For we realize that children all over the world have no small stake in this cause.

Language differences—and the difficulties they may create—are among the big barriers that block the course of understanding. If the peoples of the earth are to meet and move together along the road to a better world for themselves and for their children they will need to communicate with one another. They will need to exchange ideas and feelings freely. And to do this they will need to know more than they know of one another's languages.

I am very optimistic about the deliberations of this conference. Why? Because we are considering here a problem that *we* can move on directly. Here is a contribution to understanding in which *we* can boldly take the initiative—and at once. We need not wait in the hope that someone else will move.

All of us have known times when language failed us. Perhaps we could find no words. Or we could not find the exact words. Or perhaps the words we used gave our listeners a message we never intended.

If we have had such experiences in trying to reach others who spoke our own language, think how these vexations can multiply when we try to reach people who do not speak our language. We are then reduced to the resources of primitive man—gestures, signs, or at best an interpreter.

I've often thought that musicians enjoy a wonderful advantage. Set a sheet of music before them, and whether the measures were composed by an Englishman, a Brazilian, a German, a Russian, a Frenchman, or an Italian, the player can still read the musical thoughts before him. How much more complicated a musician's life would be if each nation had its own system of musical notation, its own musical language that had to be mastered!

Some of the musician's advantages in communication are shared by scientists and mathematicians. They have symbols that are readily understood by specialists, whatever their mother tongue, whatever their homeland. These scientists may stumble over words of another language, but the formulas and the equations in their field are in a universal language that they can readily understand.

I am not advocating Esperanto or any other single world language, but I am saying that somehow or other more of us all over the world must be familiar

For Young America

Lucille P. Leonard

with the same languages. And this means that more of us must learn at least one foreign tongue in school. We must learn it well enough to read it, to speak it, and to understand it when we hear it.

"But," some may protest, "how can we teach children a second language when we're not doing too good a job of teaching them their own?" I'm sure you've heard this objection. I'm sure also that you've heard the answer that nearly always meets it. Learning a second language is often a help in the study of our mother tongue. All languages have much in common in the way of structure, in the symbolic uses of words. For example, Latin taught me much about English grammar, as it has many other Americans.

Europeans are much more language-minded than we are. I have known Europeans who spoke several languages almost from infancy. Children in Denmark learn foreign tongues early. When I attended a meeting in Copenhagen last summer I found there men and women who, without the advantages of higher education, knew four languages well, including English. They realize that if they are to live and do business in that little country they must have several languages at their command.

Taking the "Foreign" Out of Foreign Languages

Why should it be more difficult for Americans to learn a second—or even a third and fourth—language than for Europeans? Perhaps it is a question of need and interest rather than a question of ability. Living in this big, broad land of ours, many of us have long been indifferent to languages other than our own. We can travel thousands of miles from coast to coast and get by on our own language. Why encumber ourselves with more? Does someone want to talk to us? Let him learn English.

Europeans do not call us an uncultured people as readily as they once did. We never deserved the criticism, really, but one valid reason for it might well have been our stubborn refusal to appreciate the need for speaking the languages of other nations. To be sure, our conception of the educated man does include an ability to read another language, be it living or dead, but it makes no provision for direct two-way communication between people of different nationalities.

My own travels abroad in recent years have given me the impression that much of the arrogance that visiting Americans too often seem to betray as they

travel through foreign lands comes from a sense of inferiority. They cannot understand or make themselves understood, so they try to compensate for their bewilderment and their feeling of being left out by a detached aloofness, by loud talk in English, and by an apparent lack of interest in anybody else.

Do we want our children to be unhappy strangers when they travel over the world? Do we want them to miss the opportunity of learning from peoples of other nations, other continents, other hemispheres? Do we want to deprive them of doing their share to bring peace and understanding to this great globe of ours? Of course we don't. Every thoughtful parent and teacher wants the younger generation to be prepared for living in a complex and close-knit world where ease and accuracy of communication will be among the most important, perhaps the most important, of all human skills.

New Methods for Language Mastery

Very well, then, how shall they learn another language? In school? Starting at what grade? By what methods? We all know that great strides in language teaching were made during World War II. The methods used were radical departures from tradition—from the emphasis on memorizing irregular verbs, for example. The results were dramatic. G.I.'s took on a completely new language like Finnish or Japanese. For seventeen hours or more a week they read and wrote and spoke and heard that language. At the end of thirty-six weeks they were able to think in it without the bothersome business of translating from one idiom to another. And what is more, at the end of that time they could go into Finland or Japan and find themselves quite at home, linguistically speaking.

How different from my own school days! I studied German for five years, a few hours a week, with many vacations in between. I conjugated verbs, regular and irregular. I read—very slowly—a few rather simple German books. But even after five years German was still not a part of me. I had learned the mechanics by rote, but I had never learned to think in German.

Some of my generation were more fortunate. But they were those who studied a language in school or college and then journeyed to the country where it was spoken. There it did become a part of them. The philosopher Harry Overstreet did this, but even

he has confessed that he feels at ease in another tongue only after he has begun to dream in it!

The intensive, accelerated programs developed by the Army are one method of hastening the mastery of a language. We have long known another way, a way that we are only now beginning to use in our schools. The key to this method is to begin language study *early*.

A psychologist once said that very young children can pick up a second language with remarkable ease and speed. Why? Because they are still learning their first language. They are enchanted with their



© Cleveland Public Schools

French is already a second language to these young pupils in the Cleveland Public Schools, where a vigorous language program has been conducted for thirty years. Children who show special aptitude and interest begin learning a foreign language in the first grade and may continue through the elementary grades, junior high school, and senior high school.

word power and eager to increase it. Language, they are finding, is a key to many doors, and at this period learning two words for the same object, one in English and one, say, in French, is no hardship at all.

It seems wise and efficient to take advantage of the enthusiasm for language that young people have. Must we wait ten years until they are far more interested in football scores or movie and television stars or first dates?

Of course introducing a language program in the primary and elementary grades sets up many problems. The training of teachers, for example, poses

some big questions (which, by the way, are being answered with great resourcefulness in the language program of the Los Angeles elementary schools). But I know that these problems will be explored at this meeting, and with the wealth of knowledge in this group it will be only a question of time until decisions are made and put into effect.

A Promise of Support

I can promise you this, on behalf of the largest semiprofessional educational organization in America: Parent-teacher members will wholeheartedly support whatever steps should be taken to help our children learn another language early in their school experience. In hundreds of communities all over the country there are lay advisory committees that work with educators and administrators to help form school policies, study and improve school curriculums. These committees are made up of men and women representing major community groups. The P.T.A. often takes the lead in forming these advisory committees. Now if our parent-teacher associations—all thirty-eight thousand of them—are well informed about new proposals for teaching languages in the elementary schools, they will do all in their power to see that other community groups understand the value of these proposals. They will do all in their power to bring such programs into the curriculum.

The National Congress of Parents and Teachers has long been deeply aware of the responsibility that world leadership has placed upon our country. That responsibility must be shared by each one of us. We are sending diplomats and statesmen and military forces into all parts of the world. We are also sending businessmen, laborers, stenographers, and technical experts in many fields. All these Americans will have to talk with people of other nationalities. And their conversations will not be limited to special state occasions. They will often be called upon to—and will wish to—chat casually with the people around them on matters of common interest and day-by-day concern.

Our young people today are living and working all over the world, and the children now in school will do so in even greater numbers. Directly and indirectly they will be working in the cause of world peace and understanding. Directly and indirectly they will be demonstrating the goodness and richness and the workability of our democratic way of life. And for these responsibilities they will need not merely to think and dream in another language, but through that language to share the thoughts and dreams of those whose native tongue it is.



PROJECTS AND ACTIVITIES

Phoenix Tests Its Children's Hearing

Imagine trying to teach a child who has stoppers in his ears! Stoppers that keep out most or all of what the teacher says—most or all of what his classmates say. Stoppers that strain sounds so that voices come through faint and muffled, a bewildering jumble that makes little sense. Unthinkable? Of course! Yet the child who has an undetected hearing loss may be as effectively shut out of the world of sound as he would be if he wore ear stoppers.

In the average classroom many lessons reach a child chiefly through his ears. It is easy, therefore, to understand why good hearing can mean the difference between failure and success in school and why it is crucial that the school discover promptly which children have a hearing loss.

These important facts have been squarely faced in the twenty-three schools in Elementary School District No. 1 of Phoenix, Arizona. Seventeen thousand children attend classes in this district. Plainly it is a tremendous job to learn which of these thousands have hearing losses serious enough to interfere with learning.

Last year the Phoenix schools banded together with the P.T.A.'s to develop a hearing conservation program that would eventually reach every school child in the district. First a call for volunteers went out to the health committee of each unit. The response was unanimous. Altogether about eighty P.T.A. members stepped forward to offer their help.

The volunteers were then given a short training course in hearing conservation. The course covered such topics as how we hear, the importance of good hearing in the classroom, types of hearing tests, necessary follow-up procedures when hearing loss has been discovered, and instructions on how to give the pure-tone screening test through which it is possible to discover children who have a hearing loss. The volunteers were trained to use the pure-tone audiometer, the instrument used in the test. To get practical experience they tested one another's hearing.

"Lend Me Your Ears"

Finally, when they felt competent enough to test the children, they called up the school principals and set up work schedules. Since two audiometers were available, two schools could be tested at once. Usually it took a full day to screen each one.

Ideally every school child should have a hearing test every year, and this is the goal the district has set for its program. But at the outset tests were given only to the third and sixth grades and to children from other grades who showed signs of poor hearing. These pilot



P.T.A. members listen attentively as they learn how to give a "screening" test.

tests, it was hoped, would give the schools a chance to try out and improve procedures. And in time the goal of a hearing test for every school child every year would be reached.

On the day of a hearing test the P.T.A. volunteers came to school early and set up the audiometer in the testing room. Working in teams, one member gave the test, one recorded the results, and another directed traffic. It needed directing too. Since the children could be tested only one at a time, some child was going or coming throughout most of the testing period.

The job of the volunteers was, of course, to determine which children had hearing difficulties. If a child passed the test, he was given a note to take home telling his parents that his hearing was normal. If a child failed, his name was listed for a follow-up test. These examinations were given by the school speech and hearing staff, who made the necessary referrals to the school nurses. They in turn referred children with the most serious difficulties to the Maricopa County hearing conservation committee, a group of ear specialists who had volunteered their services. These specialists treated children who needed medical care. Measures that did not involve medical attention—such as lip-reading lessons, ear training, speech correction, special classroom consideration, and consultation about hearing aids—were carried out by the speech and hearing staff.

Several of the children, it was discovered, needed hearing aids, but the families of some could not afford to buy them. These families received help from the P.T.A.'s, local Kiwanis groups, and hearing-aid dealers in the community.

Instructions on how to use the aids were given by the speech and hearing staff, who also gave counsel and encouragement to the children who were reluctant to accept the idea of using an aid at all.

The whole program was carefully planned from start to finish. The volunteers had preliminary instruction and practice in their job. The children were tested, and the schools saw to it that the test results were used. Children were given the attention they needed, either from the school staff or from an ear specialist.

One particularly thoughtful feature of the program came at the completion of the testing. The last child had taken off the earphones, and the last volunteer had turned off her audiometer. The P.T.A. had done its share, and



Youngsters and P.T.A. volunteer seem to enjoy this novel type of test.

it was now time for the members to return the equipment and leave.

But the school staff and the committee of ear specialists were not content with an abrupt departure of those who had served so well. The volunteers deserved a report, a broad look at the whole venture. And at an evening

meeting sponsored by one of the P.T.A.'s they were given just that—a report on the project, complete with statistical data. One of the ear specialists on the committee described the medical problems that the venture had presented, and the staff of the speech and hearing department outlined the nonmedical problems that had come up.

The World of Sound Regained

Looking back, the P.T.A.'s of the district can count several positive outcomes of this project:

- Thousands of children were given hearing tests, many of whom might not have been tested otherwise.
- About a hundred children with serious hearing impairments were discovered. Of these, ten needed hearing aids, thirty were enrolled in lip-reading classes, and sixty either had their hearing restored to normal or are now receiving medical attention.
- Because P.T.A. members relieved the school staff of some of the routine testing, the speech and hearing department had more time to give to children who needed follow-up care.
- The P.T.A.'s were brought closer to the services that the schools offer children.

Parent-teacher members in this school district of Phoenix do not need to be convinced of the value of the hearing conservation program. Understandably they are urging units in other communities to consider a similar venture, for children whose hearing is blocked are exiles from the world of sound. The Phoenix volunteers believe deeply that these children deserve every chance for a return to that world and the beauty and the knowledge that it can give.*

—CARMEN C. DIXON

Speech Pathologist, Phoenix Elementary Schools

*For further information on this type of program send for *How To Develop a Hearing Conservation Program* by Lydia Newton, available free from the National Society for Crippled Children and Adults, 11 South LaSalle, Chicago 3, Illinois.

Pointers for Parent Education Groups

From our extensive experience with P.T.A. parent education groups and leadership training programs, we have developed the following lists of simple suggestions—one for leaders and the other for members. For leaders they may serve as brief reminders of the points brought out in their leadership training groups and in the National Congress publication *Study-Discussion Group Techniques*. For group members they may open the way toward more active participation in a program of great importance to each one.

The Leader Should . . .

- *Prepare himself adequately and appropriately.* All the advance reading, thinking, and talking he can do on the topic will make him more alert during the meeting—to tangents from the main line of thought, to aspects of the problem that no one seems to be thinking of, to the necessity for summarizing and getting on to the next phase of the problem. He also plans what he will say to open the meeting, avoiding the vague, the general, the obvious

remark and selecting specific materials— anecdotes, quotations, news headlines, bits of history, and so on—that will catch the interest of the group.

- *Start the discussion effectively.* Welcoming the group as a circle of friends, he opens the subject enthusiastically with remarks prepared beforehand but modified to fit the situation. He attempts to increase the interest members already show and to open the question for their thinking at the strategic moment when they are ready and eager to begin discussion. His attitude and his references to "we" and "us" will remind the group that the contributions of all are needed and that a warm and fair reception will be given every viewpoint.
- *Make use of a variety of program techniques discussed in the aforementioned Congress publication.* Often the topic will lend itself well to role playing, to buzz sessions, or to one of the other relatively new techniques. The leader bears in mind too that discussion is likely to be more fruitful if a large group is divided into subgroups, assuring every member a chance to express himself.

• *Give the discussion order and direction.* He will want to help the group to concentrate on this threefold process: (1) *Focus* all efforts on one idea at a time. (2) *Summarize* the group thought when the idea has been sufficiently examined. And (3) *move* on to the next idea. To do this he must be quick with questions that probe, stimulate, and clarify, and ready to state the group's conclusions in brief, workable summaries.

• *Keep the thinking valid.* He will lead the group to consider their personal experiences with children as merely springboards from which to rise to worth-while consideration of the basic problem. He will help them to go beyond these experiences to the underlying principles common to all of them. He will try to see that they watch sources of data or opinion to make sure that those sources are worthy of their faith. He will try also to see that the group examines all sides of a problem, knowing that anything less is a distortion of the true picture.

• *Guide the participants skillfully.* Setting an example of fairness, sincerity, good nature, and purposefulness, he will try to arouse such loyalty to group goals that the selfish purposes of individuals will be eliminated. He will demonstrate that a person need not adhere rigidly to his ideas but should be willing to see them changed or rejected under the forces of group thought. He will show constantly a sincere desire to understand the thinking of each person through attentive listening and concentration on his ideas.

• *Bring the discussion to a satisfying close.* He will watch the time and observe signs of fatigue or fulfillment among the members. His summary of the group's thinking will be shot through with real satisfaction in their efforts. He will point out certain things about their discussion or their conclusions of which they should feel especially proud.

The Members Should . . .

• *Do as much thinking as possible on the topic before the meeting, especially on the issues involved and the goals to be sought.*

• *At the meeting hold to these earlier thoughts tentatively, recognizing that better ideas may come from the group.*

• *Restrain themselves from dwelling too long on personal experiences.*

• *Help the group dig into the problem, get below the surface of the ideas.* They will do their part to see that all sides of the problem are brought out and that the group keeps its thinking straight.

• *Encourage other members to use their differences of opinion and interpretation to the group's advantage, remembering that differences of opinion, well used, are helpful in arriving at valid conclusions.*

• *Refrain from presenting more than one idea at a time or from talking too long about a single idea.*

• *Demonstrate all the good will, fairness, and enthusiasm of which they are capable, each assuming his share of responsibility for making the meeting interesting, pleasant, and profitable for all.*

—JOHN A. BARR

College of Education, University of Washington

—LAURA CROWELL

Department of Speech, University of Washington

LOOKING INTO LEGISLATION

THE LOCAL PUBLIC HEALTH UNITS ACT, a bill to provide federal funds that would enable states to extend public health services, has been initiated and sponsored by the National Congress of Parents and Teachers. The bill was first introduced, with bipartisan support, in the Eightieth Congress. It has failed to pass three times. In 1951 it received the unanimous support of the Senate. In 1952 it passed the Senate by only one vote. And now—what will happen in 1953?

At a meeting of the National Advisory Committee of the National Health Council, representatives of the American Medical Association and the American Public Health Association announced that a committee from these two groups was making a study of local health units legislation.

The National Congress of Parents and Teachers is awaiting the results of this study, so that the enthusiastic endorsement and backing of these two important health groups may be forthcoming. It is almost impossible to expect parent-teacher members once more to "carry the ball" with the same zealous effort until the American Medical Association and the American Public Health Association can cooperate wholeheartedly.

THE STATE CHAIRMEN are ready. Everywhere P.T.A. members are analyzing the meaning and functions of public health units. They are helping the public to understand that passage of this act will mean federal support for the extension and improvement of public health departments like those that are now serving so many counties in the forty-eight states. We want this type of service extended to rural counties where either a public health doctor or public health nurse or both are at the present time nonexistent.

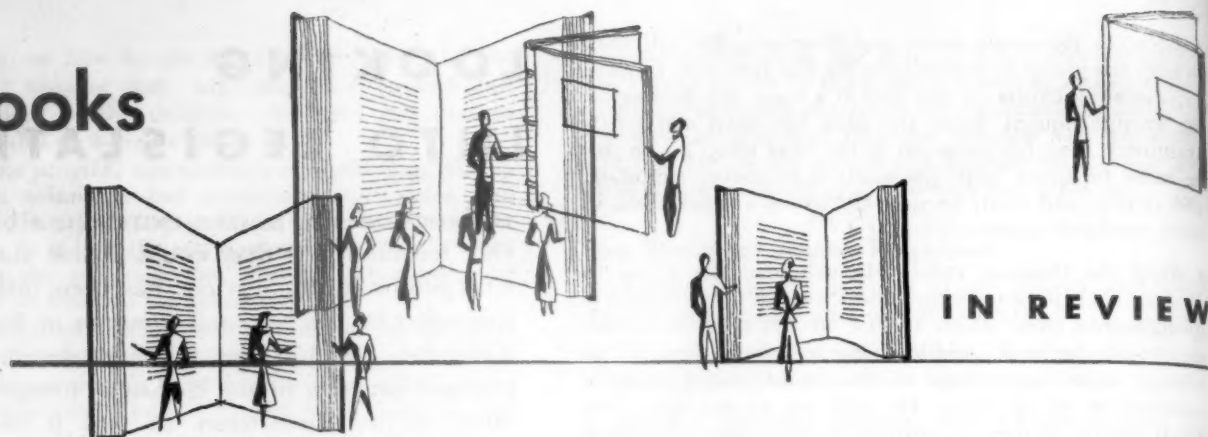
The National Congress of Parents and Teachers is ready. For what are we waiting? For the rest of our team! This time we must have concentrated, coordinated endeavor. We cannot afford to risk that one-vote margin in the Senate. This time we must have the health groups completely with us in an all-out effort to win. We can afford to be patient. We'll move when the whistle blows and the light turns green. Then every member will hear—and, on hearing, act!

—MARGARET E. JENKINS

National Chairman

Committee on Legislation

Books



IN REVIEW

HELPING THE GIFTED CHILD. By Paul Witty. A Better Living Booklet. Chicago: Science Research Associates, 1952. 40 cents.

The gifted child—what is he really like? What can parents and teachers do to make the fullest use of his gifts? These questions are the core of a booklet by an author who has long had a deep concern for children of unusual talents. To answer the first question Paul Witty cites the findings of Lewis Terman, whose studies of some fifteen hundred gifted children exploded many set ideas about such children—their appearance, their health, their interests, and their social activities. Years later he made follow-up studies to find out how the group met the demands of adult life. His findings on income, delinquency, mental health, interest in community affairs, and other subjects are given here, and the record is an interesting one.

How to help the gifted child? First of all, of course, by discovering him. There are early signs that parents can watch for, and the school has tools like intelligence and achievement tests that point out the child with superior abilities, though not necessarily the child who is gifted artistically. It is important, too, to recognize and deal with the special problems of the gifted, most of which arise from how they themselves and others feel about their talents.

These children need from their parents and teachers quiet encouragement and opportunities to use their talents. The schools may also provide for acceleration (skipping grades) or for enriching their program through trips, special projects, individual reading, workshops, or clubs. Some cities have developed special programs or even special schools for gifted pupils.

The author wisely underscores what is at stake here, not only for the individual child but for society as well. Making the most of our gifted is a challenge of no mean import. As continents face one crisis-ridden day after another, society cannot afford to neglect any of our human resources, least of all those individuals who show signs of imagination, vision, and brilliance. This valuable booklet should be read by every teacher and every parent.

CAREER PLANNING FOR HIGH SCHOOL STUDENTS. By William J. Reilly. New York: Harper, 1953. \$2.00.

YOUR JOB. By Fritz Kaufmann. New York: Harper, 1948. \$2.75.

Graduation day is not far off, and right now many high school seniors are asking themselves, "What next? College? Which one? Job? What kind? How to get it? And what about long-term plans?" These questions and others are explored in *Career Planning*, which helps young readers find their own answers by guiding them in an appraisal of their abilities and preferences. The writing is personal and interest-catching, for in effect the author sits down to have an easy, friendly chat with young people who are wondering what's next on their program.

Also on the subject of vocations is *Your Job*, a book for job hunters and those engaged in counseling them. The author, a member of the staff of the New York State Department of Labor, has advice for both new and inexperienced workers. He gives special attention to the do's and don'ts of interviews and to the problems of veterans, the handicapped, and the inexperienced. The author has also included a summary of social security benefits and suggestions for the reader who wants to start a business of his own. For those who need more help the book offers lists of federal and state agencies concerned with employment.

BUILDING BROTHERHOOD: WHAT CAN ELEMENTARY SCHOOLS DO? By Mary Beauchamp, Ardelle Llewellyn, Vivienne S. Worley. An Intergroup Education Pamphlet. New York: National Conference of Christians and Jews, 1953. 25 cents.

Brotherhood is a way of life, a way of life in which all men work together toward a common goal. This kind of living can be taught, and it is being taught in many classrooms. But facts alone, specialists have learned, are not enough. To change children's behavior, the teacher must work with their attitudes and feelings and help them develop the skills they need to live with others.

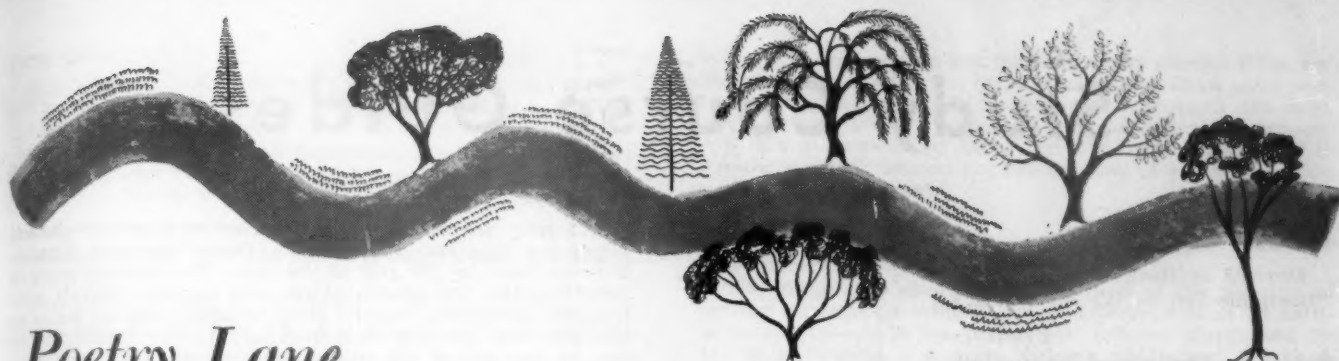
This pamphlet, the eighth of a series, outlines classroom techniques for these purposes. But teachers cannot do the job alone, the authors point out. Brotherhood is a year-round job for everyone connected with the schools—from the teacher and the parents and the children to the principal and the superintendent—and for the community around the school too. Guiding principles for achieving community teamwork are illustrated here by the story of one town's effort to work out a school problem.

Teacher readers will find in the pamphlet helpful lists of intergroup materials. Community groups will be particularly interested in the authors' suggestions on ways of celebrating Brotherhood Week.

YOUR CHILD AND HIS PROBLEMS: A BASIC GUIDE FOR PARENTS. By Joseph D. Teicher, M.D. Boston: Little, Brown, 1953. \$3.75.

Baby has suddenly taken to biting whatever she can get her teeth on. Two-year-old Sister screams whenever Mother is out of sight. Willie refuses to eat. Dr. Teicher takes up these and other problems of children from infancy to early adolescence. Some of the problems many generations of parents have faced: the care of the newborn, sex education, jealousy, sleep, fears, illness, and discipline. Others only mothers and fathers of recent generations have had to cope with: comics, radio, movies, and television.

Dr. Teicher also discusses such poignant topics as adoption, death, and divorce and makes some important observations on delinquency. A closing chapter briefly describes some psychological tools used to measure children's abilities or to get at their difficulties.



Poetry Lane

Not Spring

The first brown bud upon the lilac tree,
The first brown bird upon the lilac branch
Are all the signal spring need give to me
To warn me of the coming avalanche.
These faint expressions, with an edge of green—
A glint of blue—of yellow just a smudge—
I am too wise to let pass by unseen.
I am an eager and an avid judge.
So why, with all this warning, am I torn
With dark anxiety that makes no sense?
Spring is the surest season to be born.
Spring is the world's one blessed permanence.
I think I am undone by *me*, not spring.
I am the frail, the evanescent thing.

—JOSEPH CHERWINSKI

Error

She vowed, "When he's returned, I shall not be
Afraid of anything, ever again"—
Forgetting women's hearts are never free
Entirely of fearing for the men
They love most: Beatrice did not elude
Concern for Dante, Josephine for her
Napoleon; Elizabeth would brood
Sometimes that love's bright promises might blur
For her and Robert; Cleopatra felt
Fear for her Anthony. And I could cite
The times unnumbered when my heart has knelt
In its adoring and its woman-fright—
But if her love is made of sturdy stuff
She will detect her error soon enough!

—ELAINE V. EMANS

To Sixty-Six Parents

If... you find that one little boy means trouble,
You should have two; the trouble is double.
If... you think that three would trouble you more,
You haven't had trouble until you've had four.
If... you think that five would mean hundreds of
tricks,
Cheer up, my friends! You might have had six!
If... another were added—oh, merciful heaven—
What would you do if the number were seven?

The Locust Trees Are White

The locust trees are white again.
The purple iris stir.
One, I think, is aloes.
One, I know, is myrrh.

Along the path the jonquils burn,
But there, for loving's sake,
I have not dared to lift my eyes
Or watch the morning break.

Shall I go down the path again
Some tender April day,
And find that an angelic hand
Has rolled the stone away?

—DOROTHY DE ZOUCHE

Spring Symphony

Small boys and robins in the spring come out,
The baby down still feathery on their heads.
The small boys welcome April with a shout
And never a thought for grass or flower beds.
The foolish robins on their matchstick legs
Stagger across the lawn, while in a tree
Hysterical parents shriek of modern eggs
Hatching more troubles than there used to be.
Their guardian angels must use a hundred eyes
To keep quicksilver mites like these from harm;
Perils must be graded to their size,
Each life protected by an invisible charm.
April's planting is from hardy seed,
Never too plentiful for the world's deep need!

—FRANCES RODMAN

If... eight little boys all stood in your line,
Baseball team or not, let's not make it nine.
If... you feel that nine are too many, why, then
Surely, oh, surely, you won't make it ten!

But

If... you find that one small lad demands patient
poise,
You should try to teach thirty-three little boys!

—M. A. PORTER

Study Course Guides

I. Basic Course

Directed by Ruth Strang
"Discipline—but by Whom?" (page 23)

Points for Study and Discussion

1. What does the word *discipline* mean to you? What is a disciple? Is he not a person who learns from someone whom he greatly admires? When Junior does something that annoys you, do you regard it as an opportunity to help him learn to cope with that kind of situation more effectively? Give an example of a situation in which you have felt this way about discipline.

2. When the article says that "a constructive relationship comes first," does this mean (a) that parents and teachers must always give a child what he wants or that they should set limits necessary for the child's best development, even though doing so makes the child angry; (b) that they are asking the child "to do it for my sake" or that they are using the child's regard for them to strengthen his willingness and effort to do what is right; (c) that they have a need to keep the child dependent upon them or that they want to use the relationship to help the child become more independent and self-reliant? Discuss these different views.

3. When a child has done something wrong, what should be the adult's main objectives in dealing with the situation?

- To keep other children from acting in the same way?
- To make the child feel guilty about what he has done?
- To punish him for the act?
- To help him to understand why he behaved in that way and to learn more socially acceptable ways out of similar "trap" situations in the future?

4. Describe and discuss certain kinds of behavior that are characteristic of each age level and, though trying to parents or teachers, are necessary for the child's best development.

5. Discuss the qualities mentioned in the article as desirable for persons who are responsible for discipline—that is, for helping a child achieve self-direction. How does an understanding of child development at different ages keep a teacher or parent from expecting too much or too little of the child? Why is it essential to love and respect him? What is the probable effect of genuine, specific approval on a child? Of too frequent, indiscriminate approval? Occasional constructive criticism? Constant faultfinding?

6. The following are a few brief descriptions of situations in which children failed to cooperate or exercise self-control. Analyze each situation from the standpoint of (a) why the difficulty arose—what needs caused the children to behave in this way; (b) how the children's behavior affected the adult; (c) what the adult did to make the situation better or worse; (d) what the adult might have done.

• A recreation club had an attendance of about fifty elementary school boys and girls ranging from ten to twelve and a half years of age. One afternoon the leader had planned outdoor games, which the children usually enjoyed very much. But this day they would not quiet down. The leader waited, blew whistles, and talked to individuals, but in vain. Finally, he sternly made them form a single file and march down to the playground. How might he have found out what was causing the excessive restlessness? Could he have built on their immediate concerns rather than sticking to the schedule he had planned? What made him feel so frustrated?

• In a biology class the discussion centered on the questions "What makes us tick? Why do people behave as they do?" Someone brought up the case of two boys who broke into a house and did a great deal of damage. Both boys came from fine, well-to-do families. Someone asked, "What made them do it?" Several explanations were given, and then one of the boys said, "It seems to me that some of Frank's teachers rode him too hard. Especially our home-room teacher. Why did those teachers treat him that way? I feel they drove him to leave school." How do you think the biology teacher should have handled this question?

• A Sunday school teacher had a class of nine ten-year-old youngsters, four boys and five girls. One of the boys, Charles, was not liked by the rest of the class. The teacher tried to treat him like the other children and to make friends with him. She succeeded, but the other children were so mean to him that one morning he started to cry. The teacher asked him to step out of the room. While he was out she talked to the rest of the class about Charles. After this they were a little kinder for a short time but soon resumed their previous attitude. What are some possible reasons why the children picked on Charles? Might the teacher have been too autocratic in her handling of the group? What effect might the teacher's friendliness to Charles have had on the other pupils' feelings toward him? What might she have done to create better human relations in her class?

Program Suggestions

In a small group each member might describe a situation involving discipline in which a parent or teacher might easily feel at a loss. Several of these situations could then be selected for impromptu skits or role-playing dramas.

In a larger group a short panel discussion of "What Discipline Means to Me" might be used as a springboard for general discussion. Panel members may be ten to fourteen children of different ages from the second grade through high school. They should be led by a skillful person who can call forth and handle sincere and spontaneous responses. It is usually better not to ask the children to prepare for this type of panel beforehand but to say to them something like this:

"The parents and teachers who will be at the meeting really want to know how they can help children do the right thing. Think of some of the methods of discipline, both good and poor, that you have seen used by teachers and parents. Try to remember what effect they had on the children. How did they feel about the things they had done? How did they feel about the parent or teacher who tried to prevent them from doing anything like that again? What do you think the parent or teacher should have done?"

At the beginning of the meeting the leader should make it clear that the pupils are talking about situations they have observed, not necessarily about their own experiences. After the children have gone, the study group may discuss such questions as these: What sound suggestions did the children give us? How do children's ideas of discipline and rules change with their age? What roles do children of different ages want adults to play in helping them achieve self-discipline?

In a large group three committees might prepare a series of posters or slides picturing the essentials of discipline in four age groups—infancy, preschool, elementary, and high school. They could also present a short skit about each age level, showing how a situation involving discipline was well handled. The members might then break up into small groups, each interested in a given age level, to discuss applying the presentations to their own work with children. Instead of the skits, one or more of Nora Stirling's three mental hygiene plays for parents called *Temperate Zone* might be given. Information about these plays may be obtained from the National Association for Mental Health, 1790 Broadway, New York 19, New York.

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- Hildreth, Gertrude. "Quarreling Among Children," February 1949, pp. 7-9.
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Films:

- Act Your Age*. 13 minutes, sound. Coronet Films, Coronet Building, Chicago 1, Illinois.
- Angry Boy*. 33 minutes, sound. International Film Bureau, 57 East Jackson Boulevard, Chicago 4, Illinois.

II. School-age Course

Directed by Bess Goodykoontz

"Vacations Are Wonderful for Learning" (page 7)

Points for Study and Discussion

1. According to the author, where do interests come from? What significance has this point for parents and teachers?
2. Mr. Blough uses these phrases: "time to do what they want to do," "routine of scheduled schoolwork," "follow his own interests at his own pace, wherever they may lead," "opportunities to try out." What does each one contribute to children's development?
3. The article names a number of "learning places" other than schools—museums, parks, the library, and so on. Try naming the learning places in your community that will be available to children this summer. Is there a good variety for all ages? What others do you think your community needs? What can your P.T.A. do about calling these needs to public attention?
4. Does your school have, or do you know schools that have, summer programs for children? What variety of opportunities is offered? Are favorite activities repeated year after year? What special skills and talents do these summer programs call for? Are there parents and other members of the community as well as teachers on the staff? Do you know of any schools that are working toward year-round employment for teachers, at least on an optional basis? (The state of Georgia has an interesting program under way. See what you can find out about it.)
5. Lucky are the children in a big city who have large art and natural history museums! But our country has an amazing number and variety of museums, under both public and private auspices, that are small and specialized. There is one on ships and nautical gear, another on Pennsylvania Dutch handicrafts, another on articles related to the Battle of Gettysburg, and another on textile designs. Name all the museums available in your community and within a hundred-mile driving distance.
6. What has been your experience with garden projects for children? Do all children seem to enjoy them? Are they vegetable or flower gardens? Family gardens or individual plots? Are "specialties," such as iris or gourds or popcorn, encouraged in your community?
7. As summer approaches we see book advertisements for "light summer reading." What is your children's choice—light summer reading, extensive reading of some one author, or all they can find about some idea or place or period? Does your school library prepare such lists for children's summer reading? Are there lists of books that will give children a background for next year's schoolwork?
8. The author shows us how important for children's learning is a home where there is "something to do." Think back to your own home or your grandmother's house or some other.

What were the resources you remember most vividly? What are the resources in your own home that your children seem now to be cherishing most? (Of course interests change.) Are these resources used actively or passively? By individuals or groups? Are they quiet or noisy? Constructive? Creative? Competitive? Are there other resources you are thinking of adding for some special need or purpose?

Program Suggestions

The group may decide to devote most of the meeting to getting information about learning opportunities to be available this summer in the community. Invite a playground director, a librarian, a museum director, your school principal, the directors of daily vacation Bible schools, a vocational counselor, or a day camp director to present informally the plans each is making for summer activities.

In order to plan cooperatively for this summer's rich learning experiences for children, discuss the opportunities listed in answer to point 3 above, concentrating especially on what more should be provided. Lay out some plan for work to be done, and appoint committees to consider various kinds of activities—excursions, dramatics, music festivals, swimming, sports, handicrafts, reading, art exhibits, and so on. Which teachers and parents in your P.T.A. might help most with each? These are the persons "really concerned," whom Mr. Blough writes about. This meeting could turn out to be the crucial point in your summer's activities. One thing to remember, the author says, is "that children's suggestions and plans are important to the success of an adventure that involves their leisure."

If there is time and travel movies are of interest in anticipation of family trips this summer, there are delightful ones available. Perhaps persons in the community have pictures or movies showing how they planned a trip that satisfied all members of the family and what they did and saw on the journey. Discuss travel tips for family excursions, such as rotating the responsibility for reading highway maps, keeping a log of the trip in a big family scrapbook, and so on.

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Film:

Museums for School Children. 21 minutes, sound. Government Films Department, United World Films, 1445 Park Avenue, New York 29, New York.

III. Adolescent Course

Directed by Ralph H. Ojemann and Eva H. Grant
 "What Youth Wants from Its World" (page 4)

Points for Study and Discussion

1. Do you feel that the young people who speak forth at the opening of the article are typical of those you know? If you were seventeen again, would you want from your world pretty much what these four want—and for the same reasons?

2. Do you agree with Miss Stratton's belief that "youth's dissatisfaction is a hopeful sign"? Can you think of any significant accomplishments—in your own community or elsewhere—that were brought about by young people dissatisfied with things-as-they-are?

3. "Youth's urge is always to test itself under hard circumstances that call for physical and mental prowess," says our author. Give illustrations of this characteristic that you have observed in young people at home, in school, or in the community. What challenges might parents, teachers, or youth leaders offer the following young people?

- Louise, who enjoyed cooking and helping with the housework when she was in grade school but who now, at fifteen, has lost interest in giving her mother any assistance at all.
- George, a bright lad who gets poor grades because he refuses to do his homework assignments, preferring to spend all his spare time with his home-made short-wave radio set.
- Dorothy, a popular and intelligent sixteen-year-old who is apparently interested in little else but dates and dances.
- Jack, son of wealthy parents, who has his own car but has lost his driver's license because he breaks the speed limit at every opportunity.
- Charles, who says there is no point in "breaking his neck" to get good grades in school because he'll be drafted next year anyway.

4. Socrates is supposed to have said that people called him the wisest man in Athens because he knew that he knew nothing. Do you think such an attitude toward himself might have played an important part in his success as a friend and leader of youth? Why? What are some other qualities, suggested in the article, that seem to be essential to effective leadership of young people?

5. How can adolescents learn to think for themselves and arrive at their own value judgments when their eyes and ears are constantly bombarded by ready-made thinking and superficial values? How can parents help children to question such thinking and values yet without becoming cynical or deciding that "all's wrong with the world" because they cannot believe everything they read or hear? A junior college some years ago offered a course in "Straight and Crooked Thinking," which emphasized ways of distinguishing truth from faulty reasoning, prejudice, or distorted ideas. In what ways do you think high school students could benefit from this type of course? How did the educated teen-agers of Athens in the fourth-century B.C. get the same kind of training?

6. Miss Stratton speaks of the bigness of our world today and the increasing complexity of human relationships that confront young people as they leave "the protective background of the home." From what sources can they get direct help in learning to face this bigness and complexity with courage, purpose, and growing insight? Consider, for example, high school counselors, clergymen and religious educators, mental health clinics, and the services and opportunities offered by youth organizations. In brief, what individuals and groups are (or should be) at hand in this day and age to take the place of Socrates?

7. On the last page of the article teen-agers speak again—four of them. Review their remarks; then discuss what each one reveals about the guidance he needs from parents, teachers, and other counselors. What final reminder does Miss Stratton give us about our own attitudes in counseling youth?

8. Suggest some of the means by which adults can form a closer working partnership with youth to help it attain what it wants from its world.

Program Suggestions

A panel or round table of several young people who are especially articulate in expressing their ideas on "What Youth Wants from Its World" would be one fruitful program idea. None of the speakers need take more than a few minutes to state his views, leaving plenty of time for questions and comments from the members of the study group and a final summing up by a recorder.

Or perhaps a member of the group could ask the young people a series of questions prepared in advance, as is done on several radio and television programs, and then give them an opportunity not only to answer these queries but to ask the adults questions of their own.

Another program might consist of a series of impromptu skits built around the young people's remarks quoted in the article. The boys and girls (enacted by members of the group) could be speaking to one or two older persons who, in their responses, could make use of the Socratic techniques Miss Stratton mentions: being permissive, withholding personal opinions, asking exploratory questions, saying "I don't know" at times, and turning "a tough riddle this way and that."

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 Remmers, H. H., and Hackett, C. G. *Let's Listen to Youth*. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 40 cents.
 Smith, T. V. *Building Your Philosophy of Life*. Science Research Associates, address above. 40 cents.

Articles in the *National Parent-Teacher*:

Review the preceding articles in this year's adolescent study course, beginning with the September 1952 issue. All of them involve, in one way or another, what it is that youth wants from its world.

Film:

Make Way for Youth, 22 minutes, sound. Association Films, 35 West Forty-fifth Street, New York 19, New York.

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This concludes the study course programs for 1952-53. Watch for announcements of the 1953-54 series in the May and June issues of the *National Parent-Teacher*. An unusually interesting and varied program is being planned under the theme "Personality in the Making." This theme links the articles with the fact-finding report of the Midcentury White House Conference on Children and Youth, published under this same title.

PX POST EXCHANGE

Dear Editor:

I'm so enthusiastic about the March issue, which came this morning, that I'm following the impulse to write immediately. Besides, you specifically ask your readers for comment on the article I'm most interested in, *The Many Lives of Modern Woman*.

This is it. This is the thing I've been waiting for—not only for myself and my own problems but for my many friends in community organizations who have been pleading for counsel in regard to the problems of the modern woman. I'm sure I'd have got the book even if you hadn't published the condensation. But to have the condensation so we mothers all over the country won't miss it—well, that's service!

Not many of the women whose problem is so beautifully expressed, defined, explained, and understood, have read Margaret Mead. She's the only one I've read who has approached the subject almost as well. But Mrs. Gruenberg and Mrs. Krech go further. They not only state the problem but offer some kind of solution. That's what we want. That's what we need to show the others whose help we need.

The condensation will open new insights for women who haven't faced the problem or for those who face it alone but don't rebel. It will reinforce the thinking and action of those who are facing it and have rebelled. I think it will do wonders for the emotional health of thousands of families. As one who has been helped, thank you.

As for your question about printing other condensations of worth-while books from time to time, I say "Please do." Of course I find it hard to imagine that you'll hit the jackpot each time, but it would be a great service for parents and teachers to have available wise choices of books on subjects of special interest to us. There are so many, many books and pamphlets! We just don't have the time and inclination to read them all. And sometimes we're not secure in our judgment of which really are the best, the most authoritative, the most practical. The *National Parent-Teacher* focuses our attention on these. We get the information and the inspiration we need without wasting any time. We don't have to wade through a lot of material that may be bad, indifferent, or merely repetitive.

So, as a P.T.A. grass-rooter, I cast my vote in favor of your suggestion. And I repeat my very great appreciation for *The Many Lives of Modern Woman*.

MRS. FRED J. PANNWITT

Evanston, Illinois

Dear Editor:

I am writing to express my interest in, and appreciation for, the book condensation *The Many Lives of Modern Woman* in the March issue of the *National Parent-Teacher*.

This book has a special significance to me, as it confirms a theory I have long had in regard to the modern mother's need for an outlet outside the home. I am thirty years old with three daughters, aged nine, seven, and three. Last Sep-

tember I enrolled in a near-by university to complete work on a bachelor's degree. I hope to get a master's later on and be certified as a school psychologist. I go to school three mornings a week and love every minute of it. My family too has benefited from my new interest and enthusiasm. So you can see why the book would appeal to me.

MRS. J. B. WILLIAMS

Riverton, New Jersey

Dear Editor:

Hurray for book condensations! *The Many Lives of Modern Woman* is stimulating, helpful, and well written. Let's have more like it. Or is this the best book of the year?

MRS. C. A. BENSON

Detroit, Michigan

Dear Editor:

I do believe the condensation of *The Many Lives of Modern Woman* was a very good step. If you use another [condensation] soon, make it one that relates to a masculine angle or to teaching or world peace or our heritage or modern philosophy.

The whole March issue was superb.

MRS. B. L. HILL

Publicity Chairman, Mississippi Congress of
Parents and Teachers

Brandon, Mississippi

Dear Editor:

I enjoyed reading the condensation of the book *The Many Lives of Modern Woman*, and I bought the book as a result. I give all my copies of the *National Parent-Teacher* and the *California Parent-Teacher* to my doctor, who in turn gives them to patients who cannot afford to buy them.

I would like condensations of other books.

MRS. NICHOLAS D'ARCY, JR.

San Marino, California

... May I take this opportunity to compliment the editors of the *National Parent-Teacher* and their associates for their excellent choice of helpful information which the magazine brings each month? The quality of all departments is uniformly of the highest grade and compels inclusion in my already overcrowded reading schedule. I hope all parents find this publication equally valuable.

ROGER TERRY, M.D.

School of Medicine and Dentistry
University of Rochester

Rochester, New York

... The *National Parent-Teacher* is unquestionably one of the best publications in its field. We include it in our church library magazine rack. It is one of the few magazines we have recommended for homes in our quarterly bulletin, which goes to parents of children enrolled in our church school. We feel that the *National Parent-Teacher* is indispensable in a program of family life education.

THE REVEREND CALVIN DeVRIES

Minister of Education, Fourth Presbyterian Church
Chicago, Illinois



Motion Picture Previews

What Is the Purpose of Your P.T.A. Meeting?

Whatever it may be, whatever your specific goals as the parents and teachers in your P.T.A. work together for better homes, schools, and communities, many excellent films are available to help you. Films cannot, of course, serve your needs at every meeting. But some can give general information; others can show how to solve certain problems; and still others can serve as springboards for discussion.

An elementary school P.T.A. in New York devoted part of its year's program to discussions of child psychology. A small committee met with a child psychologist in a neighborhood community and planned a series of meetings. They examined literature and film catalogues from the near-by university and chose a number of discussion films that might be suitable for some of the meetings. They reviewed the films and decided to use all but one, which was not closely related to the program. They prepared some discussion questions, ordered appropriate reading materials, and arranged to rent the films for the dates on which they were needed. The meetings were all highly successful.

Members of a high school P.T.A. in Illinois felt the need for a better understanding of mental health. A local physician agreed to cooperate in planning the program. Since the state mental health association maintained an extensive library of films, the program committee reviewed several of them, planned the discussion questions, obtained books and pamphlets recommended by the state health department, and had a very effective series of meetings.

Another successful program was developed by a junior high school P.T.A. in Maryland. Having decided to review the vocational opportunities in the vicinity, the group planned its program with the help of employment managers from several large local industries. The school system provided some good vocational guidance films, from which several were selected. At each meeting a film showing jobs available in a certain industry was shown, and a representative of that industry presided.

Although few films have been planned specifically for P.T.A.'s, there are a great many that lend themselves to such programs.

In addition to the child development, mental health, and vocational films mentioned above, there are films dealing with teaching techniques, emotional problems of children, educational psychology, rural schools, democracy, public education, the community, and the problems of adolescence. You can see that they offer almost unlimited possibilities as P.T.A. program aids.

However, as in the three cases described, your film programs will take lots of thought and effort. Plan the program first, using local authorities as consultants. Then check with your nearest source of available films. Review and choose those best suited to the particular topic. Obtain additional reading materials, and plan questions and discussion to follow each film.

—ALBERT J. ROSENBERG

Manager, Text Film Department,
McGraw-Hill Book Company

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Bear Country—RKO. Disney True-Life Adventure Series. Direction and narration, James Algar. The chief impression gained from this delightfully filmed biography of a mother bear and her two cubs is that American black bears have created an extraordinarily pleasant life for themselves in the wild and beautiful Rockies. When blizzards blow they find snug and protected nooks to sleep the winter away. In spring, summer, and fall the mountains provide an idyllic playground for these highly intelligent animals. The mother bear is an affectionate, if strict, disciplinarian to her fearless, venturesome cubs, and her protective strength is unquestioned by the other animals.



One of the star players in Walt Disney's *Bear Country*.

Even the fierce mountain lion slinks away when he sees her. Growing up is a quick, almost painless process. When the time comes, mother bear orders her docile two-year-olds up a tree and leaves them. When the pangs of hunger bring them down, they begin a new cycle of life as adults. The technicolor is beautiful.

Family
Excellent

12-15
Excellent

8-12
Excellent

FAMILY

Suitable for Children If Accompanied by Adults

Curtain Up—Fine Arts Films. Direction, Ralph Smart. A very British farce about a provincial stock company rehearsing an atrocious play by an amateur playwright, the aunt of a member of the board of directors. An excellent cast, headed by Robert Morley as the director and Margaret Rutherford as the hapless author, carries off the witty dialogue and slapstick situations with aplomb. Fast moving and funny, *Curtain Up* will appeal to devotees of this type of English comedy. Cast: Robert Morley, Margaret Rutherford.

Family

12-15

8-12
Possibly

Entertaining of its type Entertaining of its type

The Desert Song—Warner Brothers. Direction, Bruce Humberstone. A brash reporter, played by Dick Wesson, injects lively, present-day humor into an insipid musical comedy based on the once popular romance of stage and screen. Uncertain whether to be tongue-in-cheek or purely romantic, the picture vacillates between the two. As a result both the Robin Hood episodes and the love story are given perfunctory treatment. Despite colorful settings, romantic songs, spurts of fighting, and some earnest words about the humanity of the Riffs (spoken by a professor of anthropology who plays El Khobar, the Riffs' traditional savior), the film lacks the sparkle and warmth of its predecessors. Cast: Kathryn Grayson, Gordon MacRae, Dick Wesson.

Family 12-15 8-12
Entertaining Fair Fair

Gold Town Ghost Riders—Columbia. Direction, George Archibald. Gene Autry plays a circuit court judge who brings in his own criminals. The fact that one of them has just committed a murder for which he has already served ten years in the penitentiary involves a lot of explanatory flashback and considerable meaningless action. Humorist Smiley Burnette works very hard for very little. Cast: Gene Autry, Smiley Burnette, Cathy Wheeler.

Family 12-15 8-12
Western fans Western fans Mediocre

The Magnetic Monster—United Artists. Direction, Curt Siodmak. A well-written, well-acted science fiction melodrama. The villain of this nuclear fable is the unpredictable and dangerous way in which matter can behave when prodded by scientists with high voltage machines. The moral is that atomic scientists who do not have a strong sense of social responsibility may well destroy the world. At the opening of the film the Office of Scientific Investigation is called upon to discover why all the clocks and mechanical equipment in a certain hardware store have suddenly become highly magnetized. The Geiger counter indicates a strong, mysterious radioactive source, and the scientist-detectives track down and destroy this energy-devouring element in an unusual and most exciting chase. An adventure story like this, when well handled, has one striking advantage over the older types of adventure tale. Its heroes need not engage in conflicts with their fellow men but can devote their energies to solving the vast, intriguing riddles of the universe. Cast: Richard Carlson, King Donovan.

Family 12-15 8-12
Good Good Yes

The Stars Are Singing—Paramount. Direction, Norman Taurog. A light, contemporary fairy tale with music describes how a fifteen-year-old Polish girl with a beautiful voice struggles to remain in America after jumping ship in New York harbor. Aiding her are a struggling song-and-dance trio, led by Rosemary Clooney, and a broken-down opera singer, played by Lauritz Melchior. Both classic and popular songs are sung, and Miss Clooney, new to the screen, displays a warm and vivacious personality. Cast: Lauritz Melchior, Anna Maria Alberghetti, Rosemary Clooney.

Family 12-15 8-12
Entertaining Entertaining Yes

The Story of Mandy—Universal-International. Direction, Alexander Mackendrick. Drama in its deepest, most significant form—certainly as P.T.A. reviewers see it—is given distinguished presentation in this poignant story of a small child breaking through the isolating barriers of deafness in order to speak, to communicate, and to become part of the world. It is a warm, deeply human tale, and the struggle of Mandy to learn and of her instructors to teach is as tense and absorbing as any drama. Many scenes taken at a school for deaf children in Manchester, England, give the picture an authentic background as well as an inspiring portrayal of the rare and wonderful people who give so unstintingly of themselves and their talents to the helping of handicapped children. Beautifully acted and directed, this is not only wonderful family fare but excellent material for parent education study-discussion groups. Cast: Phyllis Calvert, Jack Hawkins, Mandy Miller.

Family 12-15 8-12
Excellent Excellent Excellent

Triorama—Bolex. Editorial supervision, Jean H. Lenaur. Those who have not seen the much publicized stereoscopic movies can well afford to wait. Pioneering efforts are still less effective than the old-fashioned stereopticon viewer that used to grace Grandmother's parlor. However, there are at least two programs of shorts, and a feature (*Bwana Devil*) that merit discussion if only because of the size of the curious crowds who see them. *Triorama*, the Box Stereo production, is made up of four pleasantly amateurish 16mm shorts, the kind a member of the family might take.

British Stereo-Techniques are also demonstrated in a program of shorts, two abstract animations, a travelogue, a ballet dance, and a trip to the zoo. These are all uneven in the projection of three dimensions and limited in appeal. Polaroid glasses must be worn to both shows.

Cinerama, another type of experimental photography, is not stereoscopic but has a certain illusion of depth, presenting a wide screen upon which the pictures of triple cameras are projected. In seeming to envelop the audience, the picture gives the impression of natural perspective. Again, however, the technique is far from perfect, producing distortions where the three pictures join. Most effective, in an experimental program of sports, pageantry, and travelogue, are the broad, curved panoramas of mountains, deserts, and plains not unlike those seen from a low-flying airplane. Techniques will certainly improve, bringing a greater awareness of the screen's possibilities for visual artistry. Let us hope that in the process the joys and sorrows of man, around whom these resplendent frames are being built, will not be quite forgotten.

Family 12-15 8-12
Interesting Interesting Interesting

ADULTS AND YOUNG PEOPLE

Battle Circus—MGM. Direction, Richard Brooks. The doctors and nurses at the Korean front are given deserved glory in this tense melodrama made with the cooperation of the United States Army and the Office of the Surgeon General. We see how hospital tents are set up and put into commission in a matter of minutes behind the front lines and as quickly dismantled when the fighting men move on. The climax shows a procession of trucks, caught in the front lines with enemy guerrillas sniping on all sides, driving down a perilously steep hill to a free road below while the wounded are carried on stretchers. One touching scene shows a surgeon devoting his utmost skill to a small, badly wounded Korean boy. Nurse June Allyson and Doctor Humphrey Bogart bring laughter as well as romance into the story. Cast: Humphrey Bogart, June Allyson.

Adults 15-18 12-15
Good Good Yes

Bellissima—I.F.E. Releasing Corporation. Direction, Luchino Visconti. A highly dramatic study of a mother's insane ambition for her child and how the pursuit of this ambition affects herself, the child, and the family. Anna Magnani plays with vibrant intensity the role of the mother whose great dream is of making her daughter a movie star. The Italian settings are authentic, the acting sensitive and realistic. Tina Apicella, as the little girl, is unaffected and genuine, and Gastone Renzelli is believable as the simple, practical husband. But the star, of course, is Miss Magnani, who dreams, loves, cajoles, wars, charms, hopes, and despairs with an intensity so convincing that she leaves her audience limp. English titles. Cast: Anna Magnani, Tina Apicella, Gastone Renzelli, Walter Chiari.

Adults 15-18 12-15
Good Possibly Of limited interest

The Glass Wall—Columbia. Direction, Maxwell Shane. An eloquent, moving drama about that most tragic figure of contemporary society, the displaced person. A young stowaway from Trieste, who has spent ten years in a Nazi concentration camp, lands in New York and pleads with immigration officers to let him search for "Tom," a clarinetist, who alone can prove the boy's eligibility to enter the country. When they refuse he jumps onto the dock and sets out to find "Tom" for himself. Hunted by police and immigration officers, he begins his lonely, terrifying quest. Vittorio Gassman gives a sensitive portrait of the youth, and Gloria Grahame is almost equally perceptive as a starving girl who permits him to hide in her room. The ending is a little too obviously melodramatic. Student previewers were much interested in the theme—the cry of the hunted youth "that the world would never have peace as long as there was one man without a home or freedom." The student who expressed it in these words added, "A picture of this sort really gives you something to think about." Cast: Vittorio Gassman, Gloria Grahame.

Adults 15-18 12-15
Excellent Excellent Yes

Gun Smoke—Universal-International. Direction, Nathan Jurán. A typical Audie Murphy western whose ingredients include a ruthless but seemingly respectable citizen who seeks to acquire all the ranches in his area by fair means or preferably foul, a gang of hired ruffians and killers, a kindly rancher who tenaciously holds onto his property against all odds, his beautiful daughter, and a youthful gunman who reforms to become the hero. Cast: Audie Murphy, Susan Cabot.

Adults 15-18 12-15
Western fans Western fans Poor

I Confess—Warner Brothers. Direction, Alfred Hitchcock. Another masterpiece by Hitchcock, master of thrillers. Montgomery Clift gives a fine and dignified characterization of a priest who, after a nightmarish series of events, is ultimately tried for a murder to which the actual killer has admitted in confessional. Other scenes and other characterizations are played for all the emotional excitement they are worth. The photography uses typically effective Hitchcock camera angles. It points upward to throw skulking shadows on the wall; forward through polished candlesticks and crucifix to emphasize the dread with which the murderer's wife must carry on her housekeeping tasks in the rectory; and downward over the shoulder of the stone cemetery Christ to show the priest bearing his burden of anguish. Cast: Montgomery Clift, Anne Baxter, Brian Aherne.

Adults	15-18	12-15
Excellent of its kind	Excellent of its kind	Yes

Jeopardy—MGM. Direction, John Sturges. "What would you do," this harrowing suspense melodrama asks its feminine audience, "if you were caught in a situation like this?" A man is trapped on a broken jetty at an isolated beach on the Mexican coast and his wife searches frantically for help. The rising, tumbling tide sets an inexorable time limit on her frightened efforts. Additional tension is created as she encounters a young murderer who intends to use her and her car to escape his pursuers. Fortright Barbara Stanwyck seems miscast at times as the excitable, helpless wife. Cast: Barbara Stanwyck, Barry Sullivan, Ralph Meeker.

Adults	15-18	12-15
Tense thriller	Tense thriller	Possibly

Moulin Rouge—United Artists. Direction, John Huston. A film notable less for its story than for its superb, highly dramatic use of color to re-create an era and a dream of the artists' Paris. The life story of Henri Toulouse-Lautrec, based on a popular novel by Pierre La Mure, consists of a sentimental, oversimplified sequence of events from the artist's boyhood to his death. José Ferrer is filled with a respectful ardor for his role but seems uncomfortably aware of his make-up. Exciting color effects, however, hold the audience spellbound. The delicate porcelain quality of the women's faces within the misty radiance of brilliant reds as the can-can dancers perform in the Moulin Rouge; the somber black and green tones of the dark buildings and deserted cobblestone streets on which one hears the lonely tapping of the artist's cane; the shabby, shadowed studio; and Toulouse-Lautrec's paintings themselves—these are only a few of the enchanting, rewarding scenes. The unusual technicolor camera work was done by Eliot Elisofon, *Life* magazine cameraman. Cast: José Ferrer, Colette Marchand, Suzanne Flon, Zsa-Zsa Gabor.

Adults	15-18	12-15
Excellent of its kind	Mature	No

Niagara—20th Century-Fox. Direction, Henry Hathaway. The beauty and grandeur of Niagara Falls are cleverly used to enhance interest in this lurid tale of a wife who plots with her lover to murder her war-veteran husband. In a struggle for his life the veteran kills the other man, then hunts for his wife to take revenge. The falls are filmed from every conceivable angle in breath-taking color. Though Marilyn Monroe's performance has everything but subtlety, she is photographed as lovingly as the scenery. Joseph Cotten, in an increasingly familiar role, turns in his usual competent job. Cast: Marilyn Monroe, Joseph Cotten, Jean Peters, Casey Adams.

Adults	15-18	12-15
Matter of taste	Matter of taste	No

One Girl's Confession—Columbia. Direction, Hugo Haas. Straight out of *True Confessions* comes the plot of this latest cheaply sentimental opus of writer, director, and actor Hugo Haas. Someone must have told him that his favorite theme—the old man destroyed by his passion for a youthful blonde—was wearing thin. The key characters are still here, but this time Mr. Haas, as a coarse, cynically good-hearted owner of a tawdry water-front restaurant, proves that he can take her or leave her. Cast: Cleo Moore, Hugo Haas.

Adults	15-18	12-15
Poor	Poor	No

Point Sinister—RKO. Direction, Harold Daniels. Based on an old legend about Port Royal, a disappearing volcanic island in the Caribbean where Spanish pirates once stored their priceless loot, this inept gangster-adventure film rouses little interest. Racketeers take over a scientific expedition sent to discover the

island and become involved with hurricanes, man-eating crabs, quicksands, and rock slides. Cast: James Warren, Lynn Roberts.

Adults	15-18	12-15
Poor	Poor	No

Problem Girls—Columbia. Direction, E. A. Dupont. A repulsive mystery melodrama about a criminally run school for the wayward daughters of the rich. A young psychiatrist, awaiting his license to practice medicine, takes a job there and soon becomes engaged in a struggle with the head, an alcoholic doctor, and his blackmailing assistant. Psychopathic students and murderous teachers add to the general unpleasantness of a poorly directed, poorly acted, completely unrealistic thriller. Cast: Ross Elliott, Helen Walker.

Adults	15-18	12-15
Poor	Very poor	No

Seminole—Universal-International. Direction, Budd Boetticher. This melodrama of the Florida Everglades tells a story of the Seminole Indians during 1832 when the United States attempted to send them all to lands west of the Mississippi. A young lieutenant, at his court martial, relates his adventures as an Indian scout in his native Florida and the incidents leading up to his arrest for insubordination and murder. His understanding of the Seminole Indians, coupled with his unswerving loyalty to the United States Army, place him in a tough predicament when he finds himself working under an officer whose only wish is to wipe out the remaining Seminoles as quickly as possible. A three-way romance attempts a light touch in an otherwise rather grim tale. Production values are only fair, and there are historical inaccuracies. Cast: Rock Hudson, Barbara Hale.

Adults	15-18	12-15
Fair	Fair	Fair

Small Town Girl—MGM. Direction, Leslie Kardos. Jane Powell and Farley Granger work hard, if unsuccessfully, to bring warmth and charm to a mediocre musical comedy. An impudent but wealthy young speedster is sentenced to thirty days in jail by a small town judge with an attractive daughter. Cast: Jane Powell, Farley Granger.

Adults	15-18	12-15
Mediocre	Mediocre	Poor

The Story of Three Loves—MGM. Direction, Gottfried Reinhardt, Vincente Minnelli. This well-filmed technicolor picture, while certainly offering pleasant and innocuous entertainment, hardly lives up to the promise of its elaborate production and its staggering cast of stars. Three separate tales are told, each taking place in a different European capital. The first, partly redeemed by the exquisite dancing of Moira Shearer, is a pompous story of a ballet impresario and a dancer who loves her art more than life. The second is a heavy-handed fantasy about a French governess, and the third deals with a trapeze performer willing to sacrifice almost everything to his compulsion to do the impossible. Settings are attractive and color skillfully keyed to the mood of each play. Abler direction would have helped the stars, all of whom have done much better in other pictures. Cast: James Mason, Moira Shearer, Agnes Moorehead, Ethel Barrymore, Leslie Caron, Farley Granger, Kirk Douglas, Pier Angeli.

Adults	15-18	12-15
Fair	Entertaining	Yes

The System—Warner Brothers. Direction, Lewis Seiler. An underworld boss is so much the gentleman that he has belonged to an exclusive club for more than ten years and is even acceptable to the daughter of the city's newspaper owner. But when a quiet, middle-aged reporter becomes inflamed at the killing of his son's best friend, he starts a crusade that ultimately brings a Senate crime investigation. The pleasures of respectability have made the cruder aspects of lawbreaking repugnant to the big boss, and he finds it difficult to fight back. Smoothly acted and well written. Cast: Frank Lovejoy, Joan Weldon.

Adults	15-18	12-15
Good crime picture	Yes	Yes

The Tall Texan—Lippert. Direction, Elmo Williams. Good photography and seasoned acting by some of the cast are not enough to make this amateurish western the significant small picture it was intended to be. Lee J. Cobb, as salty a sea captain as ever became lost on a desert, and Luther Adler, a picturesque and menacing peddler, seem synthetic in roles played against realistic desert settings. Cast: Lee J. Cobb, Lloyd Bridges, Marie Windsor, Luther Adler.

Adults	15-18	12-15
Western fans	Western fans	Western fans